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ABSTRACT

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of recent college graduates, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study. The experiences of this group in the areas of academic enrollment, degree completion, employment, public service, and other adult decisions will be followed for about 12 years. Ultimately the B&B:93 will provide data about the outcomes of postsecondary education and rates of return of investment in education. This report presents information on the field test that was conducted in the summer of 1996 in preparation for the main study scheduled for April 1997. The field test was designed as a full-scale dress rehearsal and included the 1,850 eligible baccalaureate degree recipients from the B&B:93/94 field test. The field test was designed to: (1) assess the quality of the survey instrument; (2) examine the efficiency of the systems; and (3) test and refine data collection procedures. The report discusses each of these areas to provide a basis for improved data collection and analysis in the full-scale survey. Seven appendixes discuss the case management system, list technical review panel members, and describe the instrument, a flowchart, a cover letter, and some reinterview items. (Contains 13 figures and 22 tables.) (SLD)

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Technical Report

May 1997

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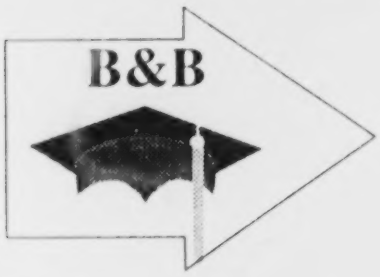

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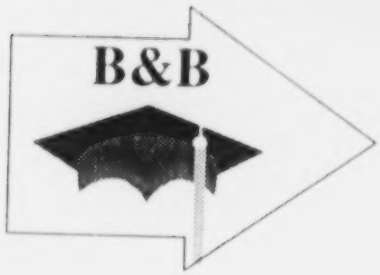

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The authors would like to thank Norman Bradburn and the members of the technical advisory board, who guided the development of the survey design and helped develop the study instruments. Finally, perhaps the greatest debt is owed to the B&B field test sample persons who were cooperative with their time and energy and provided the information from which this report is based.

1. An Overview of the Baccalaureate and Beyond Study

1.1 Purpose of the Study

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of recent college graduates, more specifically, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study (NPSAS). This group's experiences in the areas of academic enrollments, degree completions, employment, public service, and other adult decisions will be followed for about 12 years. Ultimately, B&B:93 will provide data to assess the outcomes of postsecondary education, graduate and professional program access, and rates of return on investment in education.

The National Center for Education Statistics (NCES) of the Office of Educational Research and Improvement (OERI), U.S. Department of Education, is conducting B&B:93/97 in partial compliance with the mandate stated in section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, P.L. 103-382, which states:

> The duties of the Center are to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations, including... collecting, acquiring, compiling..., and disseminating full and complete statistics on the condition and progress of education, at the pre-school, elementary, secondary, and postsecondary levels in the United States, including data on...
>
> - student achievement at all levels of education;...
> - educational access to and opportunity for postsecondary education, including data on financial aid to postsecondary students;
> - teaching, including data on course-taking, instruction, the conditions of the education workplace, and the supply of, and demand for, teachers, which may include data on the proportions of women and men, cross-tabulated by race or ethnicity, teaching in subjects in which such individuals have been historically under represented;
> - the learning and teaching environment; and...
>
> conducting longitudinal studies as well as regular and special surveys and data collections, necessary to report on the condition and progress of education;...

At the request of the Office of Management and Budget, and of other federal agencies interested in longitudinal data on recent bachelor's degree recipients, the data collection has been planned to extend over a twelve year period.

1.2 Analytic Objectives

As the 1992-93 cohort of college and university bachelor's degree graduates advance through adulthood the effects of undergraduate education will become increasingly important. These include the effects of attending different types of colleges and universities (comprising different undergraduate programs, curricula and levels of academic achievement), on outcomes such as access to jobs, graduate and professional programs, and the rates of return for the individual and society from investments in postsecondary education.

For example, it will be important to determine how many college and university graduates require formal schooling beyond the baccalaureate degree to enter a desired career path or to continue working in a chosen field.

B&B:93/97 will provide data related to attainment and outcomes of postsecondary education (PSE). Specifically, B&B:93/97 will address issues in three major areas of educational policy: attainment, access to graduate and professional programs, and the rate of return on investments in education.

1) Attainment/outcome assessment. Continuing education, further degree completion, and entry into the work force are central to attainment and outcome assessment. Questions in this area include but are not limited to:

- After completing a degree, how long does it take to enter the next level of graduate study or the work force? How many graduate degree recipients find work immediately that requires that *level* of education? How long does it typically take to obtain a position related to the *field* of study?
- How often and for how long are people who completed a baccalaureate degree unemployed? Is unemployment related to field of study?
- How does the level of educational debt incurred for the completion of undergraduate work affect decisions concerning graduate school, employment, and family formation?

2) Graduate/professional program access. When graduates decide to enter into graduate or professional school after completing the bachelor's degree they encounter many of the same access and choice questions they faced when they initially entered into postsecondary education. In many areas, people must complete the graduate program to fully participate in the field. In other areas, graduate education enhances the ability to advance in the area, but is not required. The concern, of course, is that those who wish to continue their education beyond the baccalaureate level have the opportunity to do so. Questions to be addressed in this area would include but not be limited to:

- What are the rates of graduate school retention and completion?
- Do people who entered graduate school immediately after they completed a baccalaureate degree continue to progress and complete advanced degrees as originally expected? How long does it take to complete a graduate degree program? Does this vary by field of study, school type, age, or time of first entry into a postsecondary program? Does this vary if entry is delayed?
- Are those who wanted to enter graduate school after gaining some work experience able to do so when they planned, or are they further delayed? Do they carry out the original plan or later decide against graduate school? How long do they delay entry?
- Do students who had no plans for graduate school when they completed the bachelor's degree later change their minds and attempt to enter? Do they have the access they would have had if they had attempted to enter immediately? Are there additional difficulties associated when students decide later to enter graduate school?

- Are people who were unable to enter graduate school immediately after completing the bachelor's degree able to do so later? How long does entry take if people initially delay it?

- At what rate do students change their mind about entering graduate school?

3) Rate of return. Rate of return involves the concept of payoff, or the value of earning the degree, compared to the expenditures required to obtain it, both in terms of time and money. Rate of return can be viewed from two sides. For the individual, it can be viewed as monetary reward and personal satisfaction. For society, it can be viewed as the contribution a student makes through community involvement and public service (e.g., working in a public service area such as teaching, volunteer work, civic activity, or contributing in some other way to a societal need). For both the student and society, rate of return can also be viewed as the extent to which the student is adequately prepared to enter into work, civic, and cultural worlds with the ability to gain from and contribute to that experience. This study will look at rate of return both to the individual and to society. Questions to be addressed in this area would include but not be limited to:

- Is there a difference in starting salary between those who first complete graduate school and those who do not? Is there a long term difference in salary?

- How many people are eligible or qualified to enter a public service profession such as teaching? How many enter the work force full time in the area for which they are qualified? How long do they remain in that profession? Does this vary by level of degree?

- Do those who enter public service positions advance in their jobs at the same rate as those in other areas? Does this vary by level of degree?

- How frequently do degree completers change jobs or careers? Does this vary by level of degree? Does this vary by time since degree completion?

- Does the degree to which people volunteer vary by degree completed? Does it vary by length of time since degree completion?

1.3 Study Design

The B&B:93/97 study is the second in a series of five followup interviews with a sample of over 11,000 persons who received a bachelor's degree in the 1992-1993 academic year. Baseline data for the B&B:93 cohort were collected as part of the National Postsecondary Student Aid Study (NPSAS:93). The first followup interview (B&B:93/94) collected information from respondents one year after they received their bachelor's degree, and collected undergraduate transcripts for each respondent. The second followup (B&B:93/97) will be conducted in the summer of 1997, four years after most respondents completed their undergraduate work.

Subsequent interviews will take place at four-year intervals. The cohort will be followed for a 12-year period so that most respondents who attend graduate or professional schools should have completed, or nearly completed, their education and be established in their careers.

1.4 B&B:93/96 Field Test

This report presents information on the Field Test that was conducted in the summer of 1996 in preparation for the main study, scheduled to begin in April, 1997. The field test follows a sample of 1,850 individuals who were selected as part of the NPSAS:92 field test and comprised the sample for the B&B:93 field test.

2. Field Test Design and Preparation

2.1 Goals of the Field Test

The field test was designed as a full-scale rehearsal of survey operations. The sample included the 1,850 eligible baccalaureate degree recipients from the B&B:93/94 field test. The field test was designed to assess the quality and efficiency of the CAI (Computer Assisted Interview) instrument, systems, and procedures.

1) Assess the quality of the survey instrument. The CAI instrument was designed to collect high quality data with as little burden as possible to respondents. To reduce respondent burden, the instrument made numerous use of respondent-specific skip patterns and text-fills utilizing preloaded data from previous interviews or responses to prior items in the current interview. The field test allowed us to test these skip patterns and text-fills using the full spectrum of responses.

The field test was also essential for testing the on-line coding schemes used for coding schools, colleges, majors, industry and occupation. In addition, to ensure high quality data, a number of range and consistency checks were incorporated into the instrument. The results of the field test allowed us to examine whether these checks were too narrow or broad.

Finally, the field test was designed to help provide data to improve the quality of the items to be asked in the main study. For example, 102 respondents were reinterviewed and asked a subset of items from the CATI interview to determine the reliability of those items. Consistency in responses, measured in terms of correlations or percent agreement, were calculated by comparing responses on the two surveys. These and other data quality checks are reviewed in chapters 5 and 6.

2) Examine the efficiency of systems. Several systems support the data collection work on B&B: 93/97, all of which have to work well together for the main study to succeed. The field test enabled us to thoroughly test each separate system, and also allowed us to identify problems in the interfaces between systems. The systems include the:

- Integrated Monitoring System (IMS), which serves as the project archive for management activities, and contains all production and cost reports and project deliverables; all electronic project communications, as well as the data collection instrument and software and the monitoring system;

- Instrument Development System (IDS), which provides a systematized and structured manner for describing a questionnaire's appearance, technical parameters, and flow, and allows a smooth transition from questionnaire writing to instrument programming.

- Telephone Number Management System (TNMS), the software used to manage the sample during telephone data collection (described in more detail in chapter 3);

- Case Management System (CMS), a new multi-functional system designed to electronically transfer and manage cases across interviewers and the central office, provide information to project staff about the current status of all field cases, track hours and expense information on a daily basis, allow field interviewers instant access into the CAI instrument,

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and provide the database tool that both telephone and field interviewers use to locate respondents and track locating attempts.

A more detailed explanation and evaluation of the CMS is contained in Appendix A. The TNMS is a stable system; it is unchanged from B&B: 93/94 and no changes are planned for the 93/97 main survey. The only changes planned for the IMS are the recent revisions which enhanced COTR access to it via the internet by the design of a passworded web page which is connected to a server containing all the IMS reports, frequencies, and files. The IDS worked well; further enhancements have been made to upgrade the translator in order to automate more of the programming needed to produce the final instrument.

One of the major goals of this field test was to determine the feasibility and cost-effectiveness of using computer-assisted personal interviewing (CAPI) in the main study. As in the first followup, initial interviews were conducted by telephone center interviewers using computer-assisted telephone interviewing (CATI). In the prior round, local field interviewers were used to follow up with respondents who could not be reached by phone center interviewers. In this field test, a subsample of cases that had not been completed after nine weeks of telephone production were assigned to field interviewers who had been trained in CAPI. NORC wanted to ascertain whether CAPI could be used effectively with an unclustered sample of respondents. (The cost effective use of CAPI during the field period is discussed further in chapter 3).

3) Test and refine data collection procedures. Primary procedural goals of the field test included refining the protocols used for (1) locating and (2) gaining the cooperation of the B&B sample members; (3) training telephone and field interviewers as well as locators; and (4) making the transition between CATI and CAPI production. NORC also conducted an experiment as part of the field test. In this experiment, NORC examined the effectiveness of assigning difficult-to-reach and refusal cases to **individual** experienced telephone interviewers, using a case-ownership approach, rather than to field interviewers. A detailed discussion of these procedures and the results of the experiment are contained in chapters 2 and 3.

2.2 Field Test Schedule

The field test was conducted in the summer of 1996. Planning for the field test began almost seven months earlier with a meeting with the Technical Review Panel and the preparation of the OMB/IMCD clearance package. Major milestones in planning and conducting the field test are highlighted in the schedule provided below.

October, 1995	Technical Review Panel meeting in Washington, D.C. Distributed materials included the list of proposed data elements for B&B: 93/97.
December, 1995	OMB/IMCD clearance package submitted
February, 1996	Field Test Plan submitted to COTR
March, 1996	Prefield locating begins - address files sent to vendor NCES-supplied on-line coding systems reviewed
April, 1996	OMB clearance received on April 8, 1996 Affidavits of confidentiality signed Final advance letter address file prepared

	Teacher/Teaching Section Pretest, April 10 - 11 CAI instrument reviewed with COTR Final training materials and trainer guides submitted Twenty-five interviewers selected
May, 1996	Final CMS, TNMS, AQ preload files prepared Twenty Respondent/Full Instrument Pretest, May 6 - 7 Respondent advance letters mailed May 6, 1996 Interviewer training, May 8 - 11 CATI Interviewing began May 13
June, 1996	CATI interviewing continued Locator training, June 4 - 5 Locating began June 6
July, 1996	Telephone Center completes 1,255 cases Subsample of 250 remaining cases prepared for field interviewing Field/CAPI Manager training, July 11 Field/CAPI Interviewer training, July 12 - 14 Field/CAPI interviewing began July 16

2.3 Instrument Development

Technical Review Panel. The first Technical Review Panel Meeting (TRP) for the Baccalaureate and Beyond Longitudinal Study: Second Followup (B&B:93/97) was held on October 26 and 27, 1995 in Washington, D.C. Twenty-five people participated in the meeting, including NCES and NORC staff members. A list of panel members is included in Appendix B.

The Technical Review Panel discussed each section of the survey instrument and made specific recommendations in each area. The panel stressed that it was important to spend interview time to collect data directly related to stated research goals. It was suggested that the only piece of retrospective data to be gathered was high school GPA.

Revisions in the demographic, family, and loan sections of the instrument primarily focused on clarification of existing questions. For the education section, panelists suggested that detailed information on post-baccalaureate enrollment should be acquired for only three types of enrollments: the first enrollment, current enrollment and any enrollments that resulted in a degree. Panel members also suggested the inclusion of a new series of items about internships. They also recommended gathering a brief employment history along with detailed information about only one job, the one held in April of the current year. Suggested revisions to the teacher section included adding questions about movement into and out of teaching, and gathering information on substitute teachers and teacher's aides as well. In response to TRP suggestions, NORC project staff and the NCES project officer prepared a list of data elements to submit for OMB/IMCD approval.

Instrument development and pretesting. NORC subjected the instrument to rigorous review and testing prior to the field test. After review and testing by project staff, telephone center supervisors were

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asked to conduct two pretests. The first pretest focused on the teaching section only, using a convenience sample of nine teachers. The second pretest involved the entire instrument, using twenty B&B: 93/97 field test sample members. The twenty respondents represented the first twenty interviews obtained with thirty sample members chosen at random. Telephone center supervisors conducted these pretests in April and May, 1996. After each pretest, interviewers met with project staff to review items and suggest improvements.

After the instrument had been revised as a result of the pretest, the instrument was reviewed by NCES staff. As a result of their suggestions, some of the screens were revised and the instrument was shortened. As was the case during the previous round of B&B, emphasis was placed on "conversational interviewing." A copy of the final instrument used in the field test is contained in Appendix C. Since the teaching section has numerous skip patterns dependent upon preloaded information and/or responses to prior questions in the instrument, a flow chart of this section is also included and appears in Appendix D.

When the final instrument was approved, NORC revised question-by-question specifications for interviewers from the previous round and developed new specifications for new or modified items. These question-by-question specifications were reviewed and then incorporated into the electronic instrument.

On-line coding systems. The B&B:93/96 instrument was designed to use five on-line coding systems developed by NCES. These coding systems allowed interviewers to code responses during the course of the interview; this provided interviewers with the opportunity to probe unclear or incomplete answers. Currently, systems have been designed to code occupation, industry, major fields of study, postsecondary schools attended, and, for teachers, the elementary and secondary schools at which they taught.

The interviewers used the specialized coding system to code industry, occupation, or major, by entering a short accurate verbatim response to the question. The interviewer was then offered a choice of code categories which the system selected by matching the verbatim text with an underlying table. The interviewer could select one of the suggested categories, or choose to manually scroll through the response categories to select an appropriate code. The verbatim response and the interviewer's coded selection were saved so that the system could be revised, to in effect "learn" from respondents.

The on-line system for coding elementary and secondary schools, and the system for coding postsecondary institutions, worked somewhat differently--verbatim responses were not recorded. Using these systems, interviewers asked respondents to name the state in which the school is located. After selecting the state from the list appearing on the screen, the interviewer asked the respondent to name the city in which the school is located. At that point, the system displayed all of the schools located in that city. To code the response, the interviewer cursored down to highlight the school the respondent named. A confirmation screen appeared to verify that the correct school was chosen.

The coding programs functioned smoothly in the field test. The interviewers found that the job aids for the industry and occupation coding that they used in training and which NORC made available to them during data collection were very helpful. Both phone and field interviewers requested that a similar job aid be developed for them for the major fields of study.

2.4 Supervisor, Interviewer, and Locator Training

Supervisor training. Four telephone center staff were selected to supervise data collection activities on the survey. One of the four, a telephone center coordinator, was assigned overall responsibility for all tasks associated with B&B:93/97, participating in the design phase of the field test by organizing and managing the pretesting of the CAI instrument, developing training materials and testing software and hardware.

The coordinator trained the other supervisory staff. Using the materials developed for interviewer training, the coordinator walked through the modules prepared to teach the interviewer about the survey. The walk-through exposed supervisors to the substantive information unique to the B&B:93/96 field test and to the general information common to many education surveys. It also prepared supervisors to assist with interviewer training. Since two of the three supervisors worked on B&B:93/94, they were already familiar with the survey and coding programs; the revised teaching module was the only material which was new to them. The experienced supervisor who was new to the B&B study learned very quickly and was given some one-on-one training.

Interviewer training. Twenty-nine interviewers were selected for B&B:93/96 interviewing. All interviewers had received eight hours of general training prior to working on their first NORC project. The general training consisted of standard NORC interviewing practices, procedures for completing time cards, and general telephone center policies.

Twenty-six interviewers attended the three-day project training conducted between May 8 and 10, 1996 (three interviewers selected for the training did not attend the session). Similar to the B&B:93/94 interviewer training, this training contained modules consisting of lecture, demonstration, and hands-on experience in using CATI, on-line coding, and the TNMS (telephone number management system). The modules included the following:

- Overview of B&B:93/96 Project
- Confidentiality Procedures
- Conversational Interviewing Techniques
- Gaining Cooperation
- Statistical Quality Control
- TNMS
- On-line coding of industry and occupation, postsecondary institutions (IPEDS), college course mapping, and elementary/secondary schools (ELSEC)

Interviewers also participated in two group-led CATI mock interviews and two duo-mock interviews. This provided interviewers with hands-on practice with the questionnaire and CATI prior to actual interviewing. Interviewers also received homework assignments dealing with the materials covered each day.

After project training, all interviewers went through a project certification process. Each interviewer completed a check-out mock interview with a supervisor or project staff member who evaluated the interviewer's knowledge and skills in CATI, gaining cooperation, TNMS, the five on-line coding programs, conversational interviewing, and how to probe unclear responses. Some interviewers required additional practice in specific skills before passing certification. Four interviewers needed practice in gaining cooperation; four in industry coding; five in occupation coding; three in using the conversational style; two

in probing unclear answers; and one in using online question-by-question specifications. Of the twenty-six interviewers who completed the training, twenty-five completed and passed the certification process. One interviewer did not complete certification, because she decided that she was not suited to being an interviewer and removed herself from the project.

Suggestions for interviewer training. The results of field test interview monitoring, interviewer feedback on the training, and the analysis of field test data suggest that interviewers may benefit from increased training and practice with industry, occupation, and major field coding, and recording graduate school enrollment periods. The training modules addressing industry and occupation coding should be revised to include exercises that are modeled on field test experience and allow more practice time for interviewers who are inexperienced with industry and occupation coding. An increased focus on recording verbatim responses would be useful in evaluating the accuracy of industry, occupation, and major field of study coding. During the debriefing, interviewers reported that it would be easier to code responses if they were more familiar with the conceptual definitions used to construct the code list; some of the code lists are long, and when interviewers are unfamiliar with the intent of the code list, their interviewing slows and affects the conversational style. Finally, interviewers can use more practice in recording postsecondary school enrollment periods since they find using that data capture to be screen awkward. Even so, overall, the interviewers stated that they thought the training was well organized, timed, and covered most issues in sufficient detail for them to feel prepared for the B&B:93/97 field test interview.

Locator training. NORC conducted a two-day training session for locators, with eight B&B:93/97 field test interviewers, on June 4 and 5, 1996. The training integrated use of the new Case Management System (CMS) with the locating procedures to be followed and various resources to be used. The training consisted of lecture, demonstration and hands-on experience. Specific modules for locators included the following:

- Overview of the locating process and the new CMS
- Accessing & using the parent/contact data
- Updating respondent, parent, and contact locating information
- Recording results of parent/contact attempts
- Appropriate usage of credit bureau services, college alumni associations, graduate school registrar offices, military locating services, and state departments of motor vehicles
- Using CMS to guide and track all locating activity and resource usage

Two of the interviewers trained for locating removed themselves from the task.

Suggestions for locator training. Locator feedback on the training, the locator debriefing held at the end of the CATI production period, the field interviewer debriefing, and review of the CMS locating data/call records indicated that the locators understood the locating process well, felt well-prepared to use the CMS to guide and track their locating activities, and, indeed, did use it well. However, the field interviewers received a general training module on field locating rather than this integrated locating/CMS usage module and the case call records associated with locating activity reflect this deficiency. Therefore, for the main survey, an integrated locating/CMS usage module should be substituted for the general locating training module.

2.5 Prefield Locating

Locating data. The primary locating fields collected in B&B:93/94 and used to locate B&B: 93/97 respondents are presented in table 2.1.

Table 2.1-- B&B: 93/94 data preloaded into the CMS to aid B&B: 93/97 respondent locating

Telephone number at last contact attempt
Address of respondent
Telephone number for one or two parents of the respondent
Address for one or two parents of the respondent
Telephone number for contact person for the respondent
Address for contact person for the respondent
Respondent's social security number
Respondent's date of birth
Respondent's drivers license number and issuing state
Respondent's gender and race
College which granted respondent's baccalaureate degree
Graduate school respondent attended in 1993, if applicable
Final case status from B&B: 93/94

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Suggestions for locating data. Both the locator and field interviewer debriefings indicated that locators used all of the data fields specified in table 2.1. In addition, they requested that the fields include addresses for each of the colleges and graduate schools, since several colleges and universities have similar names, which caused some confusion.

Prefield locating procedures. Prior to the start of interviewing, NORC pursued four avenues to obtain updated respondent locating data.

1. Two months prior to interviewing, NORC sent a database of the B&B: 93/97 field test sample member names, addresses and phone numbers to a vendor to update the information with National Change of Address (NCOA) data.

2. A week before interviewing began, NORC sent an advance mailing packet to the updated addresses. The envelopes were stamped with "Forwarding and Address Corrections Requested." This stamp ensures that mailings are not only forwarded to respondents who have moved but that NORC would also receive the corrected addresses from the U.S. Post Office.

3. The advance packets included a letter which asked respondents to notify NORC of any changes in their phone numbers or addresses since they were last interviewed. A toll-free phone number for NORC's telephone center as well as a direct phone number to the NORC project director was provided.

4. NORC also provided a B&B-specific e-mail address in the letter, as an additional venue for respondents to use to update their phone numbers and addresses. (The phone numbers and e-mail address were also included in an enclosed leaflet that described the project in more detail.)

Table 2.2 displays the results of these four pre-field locating approaches.

Table 2.2--Prefield updates of respondent locating data

Source	Updates received	
	Number of cases	**Percent of total cases (1,850)**
NCOA vendor on 3/9/96	523	28%
P.O. address changes after 5/8/96	104	6%
Respondent e-mail	16	1%
Respondent calls	135	7%
Total	778	42%

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Although updated information was obtained for 778 cases, or 42 percent of the total sample, some of the information received from the various sources was redundant, while other information was itself quickly outdated. These problems are exemplified by the 104 additional address changes received from the post office; these changes apparently occurred in the two-month period before the field-test but after receipt of the address changes from the NCOA vendor. While these results may be an indicator of the high mobility of this sample, they also suggest that NCOA databases may not be current or complete.

The post office address updates do not include telephone numbers. Directory assistance calls elicited only 36 published phone numbers associated with the 104 new addresses. Furthermore, thirteen of these 36 new phone numbers had already been identified through other sources. Therefore, the final count of cases located solely through the U.S. post office address corrections was only twenty-three, or less than 1 percent of the total sample.

Respondent e-mail and phone calls, while low in relative numbers, compared to the NCOA and post office address changes, were the best of all prefield locating attempts, in terms of quality and the completeness of locating data obtained. The eighteen e-mails and 135 phone calls not only provided both current addresses *and* phone numbers but also, in many cases, indicated the best time or best day to be interviewed.

Suggestions for prefield locating. For the main survey, NORC will use the National Student Loan database as a first step in our prefield locating effort. For those sample members not identified in the student loan database, NORC will use a credit bureau search based on respondent social security numbers, since this

resource proved very successful in obtaining updated address and phone numbers for our respondents in this field test (discussed in detail in section 3.3.).

Of course there will still be a substantial quantity of respondents whose addresses and phone numbers will still be outdated even after the credit bureau check. Because the information obtained from the post office was redundant and tardy, and because the locating data obtained from respondent e-mails and calls was of high quality, it would be helpful to hasten the return of the post office information and increase the percentage of respondent e-mails and calls that NORC receives for the main survey. This could be accomplished by sending out the advance mailing at least two weeks prior to the start of interviewing and stressing in the advance letter that respondents can not only call or e-mail us their updated phone numbers and address but also convey to us the days and times that are most convenient for them to be interviewed.

3. Field Test Procedures and Evaluation

Overview. An initial mailing was sent to all 1,850 potential respondents on May 6, 1996, inviting them to participate in the study. The mailing included a letter which appears in Appendix E. The letter provided a summary of the survey objectives, an introduction to NCES and NORC, and a promise that the study would strictly adhere to the privacy protection laws. Telephone interviewing began on May 13 and continued until July 13, 1996, a period of 8 ½ weeks. At the end of this time, a sample of 250 of the 542 pending cases were selected for further follow-up in the field. As outlined in the original proposal, pending cases were sampled to contain costs during the field test. The 250 cases were sent to field interviewers and worked from July 16 through September 10, 1996, a period of eight weeks.

Figure 3.1 summarizes the flow of cases through the major activities in the B&B:93/97 field test. A summary of these data collection activities is presented in this overview; where appropriate, references are provided to specific sections for further details.

Case records for the field test sample were loaded into the CATI telephone number management system (TNMS) and delivered to interviewers. Cases were delivered initially during peak contacting periods which included Monday through Thursday evenings, Saturday mornings, and late afternoon and evening hours on Sunday. A total of 1,255 cases, 68 percent of the initial sample, were completed in-house. An analysis of case delivery management is presented in section 3.1 and CATI production is described in section 3.2.

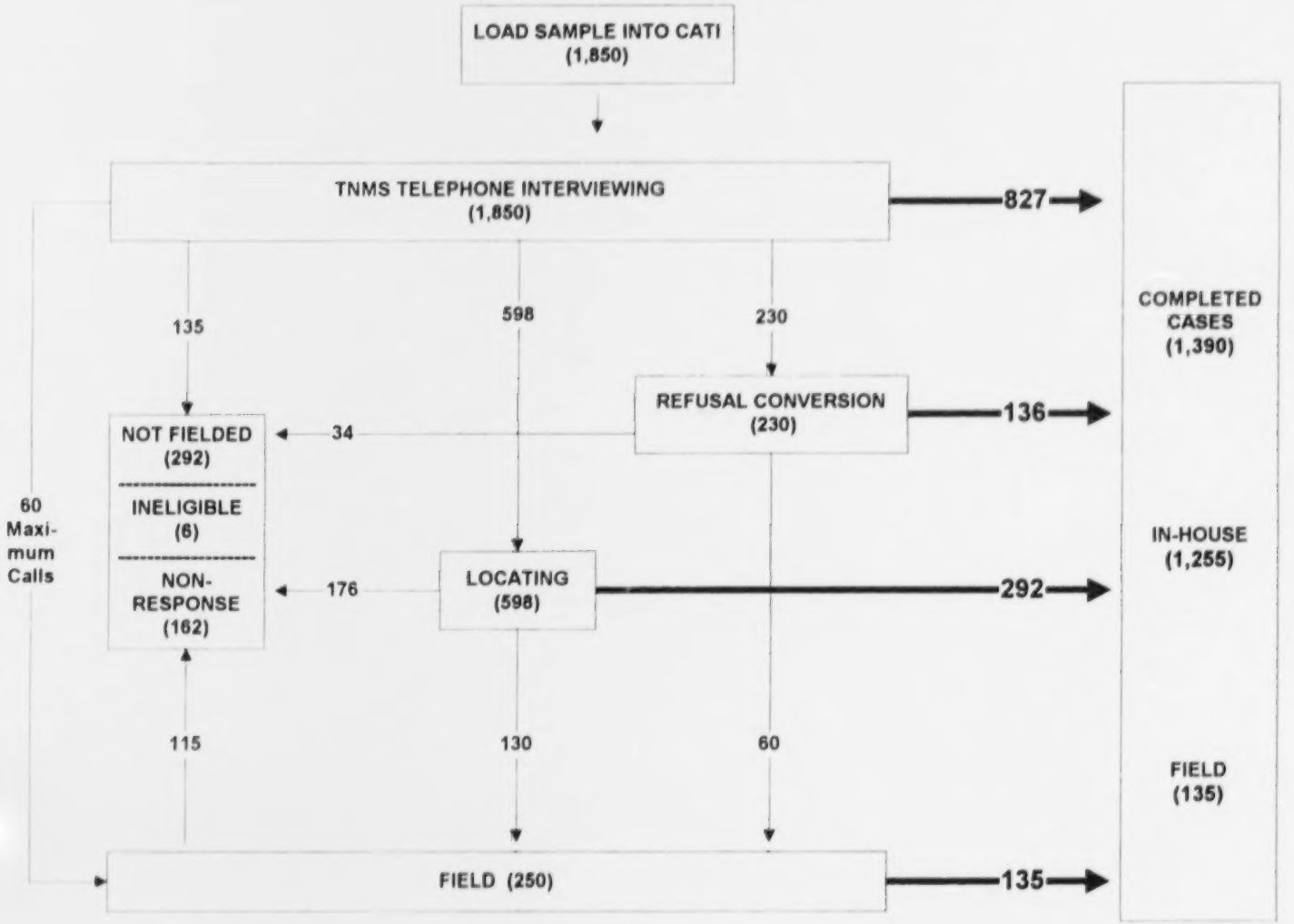
Locating problem cases were initially sent to a credit bureau database service to obtain updated information about the respondent. If no updated phone number was obtained through this process, or if an updated phone number was subsequently identified as being incorrect, the case was sent to locating specialists. As figure 3.1 indicates, 598 cases (32 percent of the initial sample) required this intensive locating. Of these, 292 were eventually completed in the phone center, 176 were finalized prior to, or not fielded during, the CATI-CAPI transition, and 130 were sent to the field. Of the fielded cases, 35 had actually already been located but no interview had yet been completed. Section 3.3 describes and analyzes the locating process.

Two hundred thirty respondents (14 percent of the total sample) initially refused to participate in the B&B:93/97 field test. CATI refusal conversion specialists were able to persuade more than half (59 percent) of these initial refusals to cooperate, completing interviews with 136 of them. Of the remaining refusal cases, 60 were sent to the field (half to field interviewers, half to the phone center experiment group) and 34 were either finalized as refusals prior to, or not fielded during, the CATI-CAPI transition. More information about the refusal conversion effort is presented in section 3.4.

The remaining 60 CATI cases that were sent to the field were "maximum call" cases, cases which had received more than a dozen calls without yet completing an interview. More information on maximum call cases is provided in sections 3.1 and 3.5.

After telephone interviewing was halted in mid-July, field interviewers were sent a sample of 250 cases selected from those still pending. The field completed 135 or 54 percent of their assigned cases, increasing the final response rate for the B&B:93/97 field test to 90 percent. Field activities, including a discussion and analysis of the field/phone center case management experiment, are described in section 3.6. Final response analysis appears in section 4.1.

Figure 3.1--Paths Toward Case Completion



3.1 Telephone Interviewing Case Management

The CATI telephone number management system (TNMS) is NORC's standard call scheduling and telephone number delivery system. The system is responsible for routing cases to interviewers at the most opportune times for telephone contact. Interviewers record call outcomes for each case in the TNMS and the system chooses the next appropriate action depending on the last outcome, and history of outcomes, for the case.

The TNMS tracked the status of cases in the B&B:93/97 field test using a location flag attached to each case. The case delivery module of the system delivered cases which were in the general interviewing location to general interviewers. Cases in all other locations were either accessed directly under the directions of a supervisor, or delivered only to specialized interviewers, for example, refusal conversion specialists. The location flag was automatically updated by the system depending on the outcome code provided by the interviewer. The B&B:93/97 field test locations are presented in table 3.1.

Table 3.1--TNMS locations

Location	Meaning
1	General interviewing
2	Refusal conversion
3	Locating (needs locating)
4	Maximum calls (at least twelve calls have been made with no contact)
5	CMS (in locating)
6	B&B:93/94 refusals
7	Holding tank (cases that have not yet been released)

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

At the start of the field period, all known locating problems were loaded into location 5 (CMS [in locating]); all refusal cases from the previous round of B&B were loaded into location 6 (B&B:93/94 refusals); and the remaining sample was loaded into location 7 (holding tank). Throughout the field period, supervisors would use a batch process to move unworked cases from the holding tank location into the general interviewing location; cases were moved in replicates of 200. This was done to ensure that the cases in general interviewing were being efficiently worked before additional cases were added.

Respondents who refused to complete the interview were coded as refusals by the interviewer and automatically routed to a supervisor review queue. After a short cooling down period of two weeks, the refusal cases were routed to a refusal conversion specialist to be worked. If the respondent could not be converted, the case was coded as a second refusal and marked to be sent to the field. When a case was identified as a locating problem it was filed to Location 3. Each night the system automatically scanned new cases placed into location 3, loaded them into the Case Management System (CMS) locating database, and moved them to location 5 (CMS [in locating]). These cases remained there until the locating information had been updated and the case could be re-activated for interviewing in the TNMS.

Calling algorithms. The calling times and case routing schedule set up for the B&B:93/97 field test was based on our B&B: 93/94 experience that indicated that the best times to reach sample members were Monday through Thursday evenings, Saturday mornings, and Sundays during the late afternoon and evening. Initial calls were not scheduled on Friday, late Saturday afternoon and evening, and early during the day on Sunday. However, interviewers worked these hours to service any appointments set up by respondents during these times. The telephone center was in operation from 8:00 a.m.-11:00 p.m. on Monday through Thursday, 8:00 a.m.-9:00 p.m. on Friday, 8:00 a.m.-7:00 p.m. on Saturday, and 11:00 a.m.-11:00 p.m. on Sunday.

Cases were delivered to interviewers by the TNMS initially up to 13 times before being filed to Location 4 (Maximum Calls, which indicates difficult-to-reach respondents whose phone numbers have been called several times with no contact made). The weekly calling algorithm reflected the above preference for Monday through Thursday evenings, Saturday mornings, and Sunday evenings. Cases were delivered twice during each evening Monday through Thursday (8), once on a weekday morning (1), once on a weekday afternoon (1), once on Saturday morning (1), and once on Sunday evening (1). If no contact had been made with the respondent after the twelfth call had been made (indicating that the entire algorithm cycle had been covered), the case was reviewed by a supervisor. The supervisor would decide either to send the case back to the floor to be called during an off-cycle period, or to send the case to locating.

Appointment setting. The calling delivery cycle was stopped as soon as an appointment was set to call the respondent. From that point forward, appointments determined when the respondent was called. Project staff expected that many respondents would try to delay the interview because of their busy lifestyle; therefore, interviewers attempted to complete the interview when the respondent was initially contacted and to not let the respondent delay the interview. However, appointments were still very common. Sixty-three percent of the completed cases made at least one appointment at some time during the Phone Center field period.

When analyzing post-production appointment data, it is difficult to distinguish between 'hard' appointments, when an interviewer and respondent have established a specific time for the respondent to be called back in order to be interviewed, and soft appointments, for example when the TNMS automatically set an appointment based on certain outcomes such as a "no answer" on an already scheduled appointment. A total of 2,953 appointments of both kinds were made throughout the telephone center production period.

The TNMS scheduled appointments only when the Phone Center was staffed. However, the number of appointments that could be made at any one time could not be constrained, making it possible that too many appointments could occasionally be scheduled for a particular time given the number of interviewers available. To minimize this risk, the workload in the Phone Center was structured to ensure that sufficient interviewers were scheduled to call all respondents with known appointments. Missed appointments occurred when no interviewers were available to call the respondent within a 25 minute time span around the appointed time. With these safeguards in place, 82 percent of all appointments, both soft and hard, were kept. The majority of missed appointments occurred either during weekday mornings (37 percent) or weekday afternoons (26 percent) and were soft appointments where the interviewer had selected a time. Missed morning appointments were not scattered throughout the morning shift, but rather scheduled for the same time, usually the earliest allowable time to call a respondent in a given time zone. Similarly, missed afternoon appointments were not scattered throughout the shift, but scheduled for the same time, most frequently noon. To ensure a lower percentage of missed appointments in the main survey, interviewers will be trained more on the need to stagger the times for which they schedule soft appointments and project staff will review appointment data daily.

3.2 CATI Production

Data collection began on May 13, 1996. Week-by-week production and cumulative completes are diagramed in figure 3.2. At the start of data collection, the number of completed cases per week followed a standard pattern for CATI production. In the first two weeks, there was an increase in weekly production as all the interviewers were certified and placed into production; the second week was the best week for production with 217 CATI interviews completed that week. The subsequent weeks showed steady production with only minor fluctuations from week to week. What differs from a standard CATI production period is that production did not drop off substantially during the last couple of weeks. This indicates that cases were still being worked quite productively in the phone center immediately prior to their release to the field. However, due to the decision to curtail the overall production period in order to retain funds for the main survey, NORC stopped phone center interviewing sooner than it otherwise would have been stopped, in order to allow a thorough testing of the CAPI field interviewing procedures as well. In the main survey, NORC will work cases more extensively and for a longer period of time in the phone center before they are sent to the field.

The minor fluctuations in production in the period between June 1st and July 15th are evidence of the relationship between interviewing efficiency and number of cases available to the interviewers. Productivity decreased slightly between May 25th and June 15th as weekly hours per complete rose due to an increase in refusal conversion effort, more cases reaching the maximum calls limit which required supervisor review, and an accumulation of cases in the locating center. When locating specialists began working on June 5th, cases were located and sent back to interviewers, and the additional availability of cases was associated with a slight increase in production between June 9th and June 29th. Production again dips temporarily during the week ending July 6th, in part because staff identified additional locating problem, refusal, and maximum call cases, and in part because of the 4th of July holiday. During this time period, efforts were successfully concentrated upon locating problem cases and production again increases during the last week when interviews were completed with the newly located respondents. Starting the locating effort earlier during the main study should produce a more even trend in production.

Figure 3.2--CATI completed interviews by week

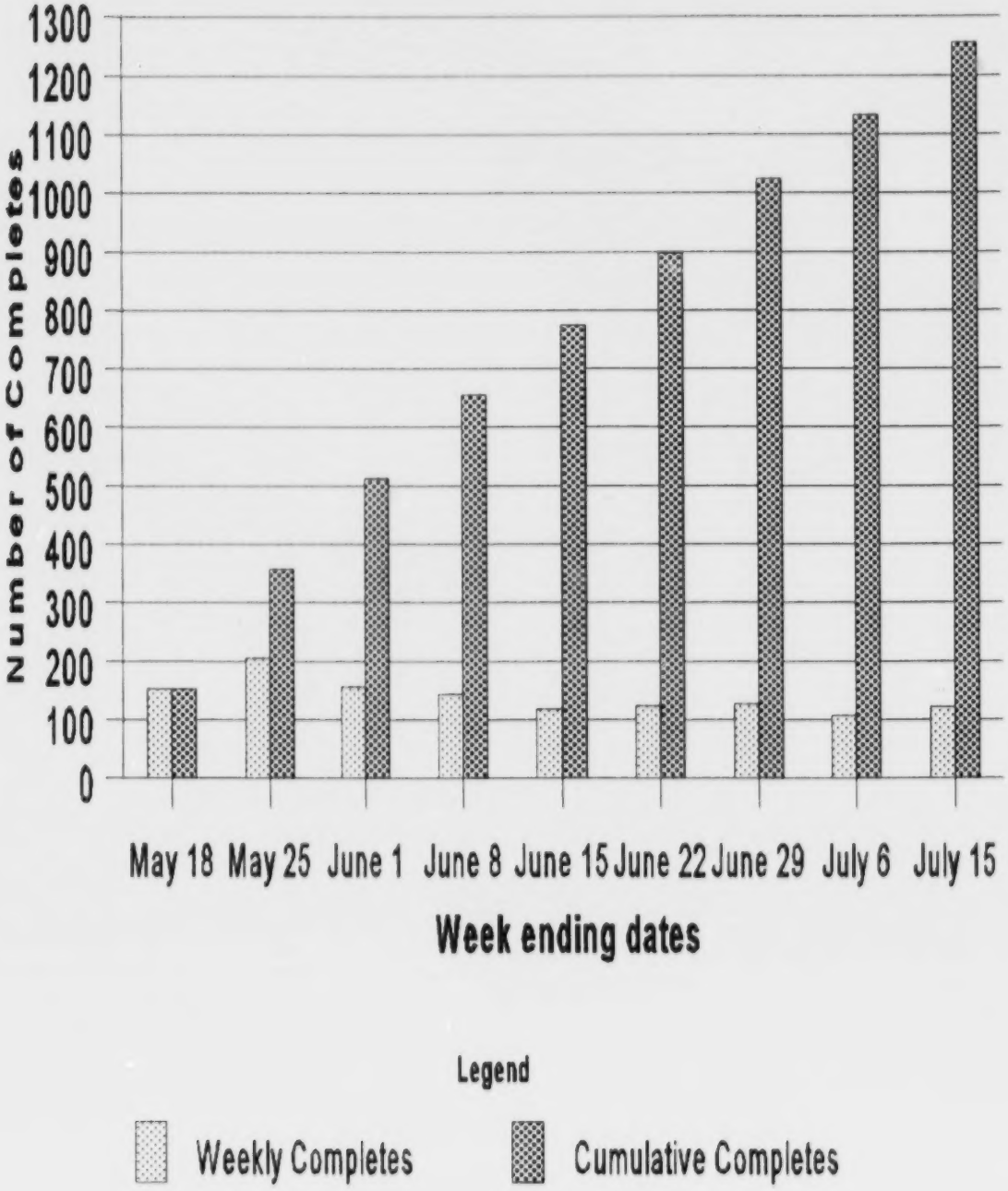
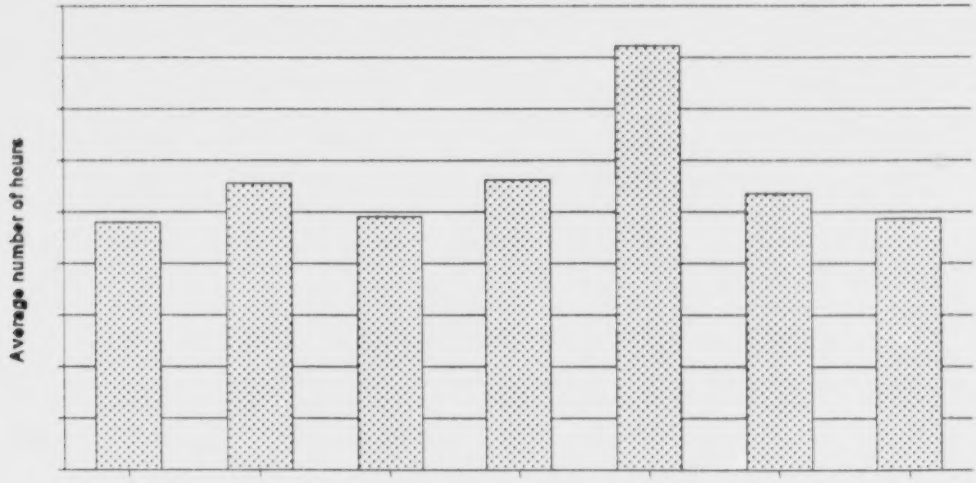


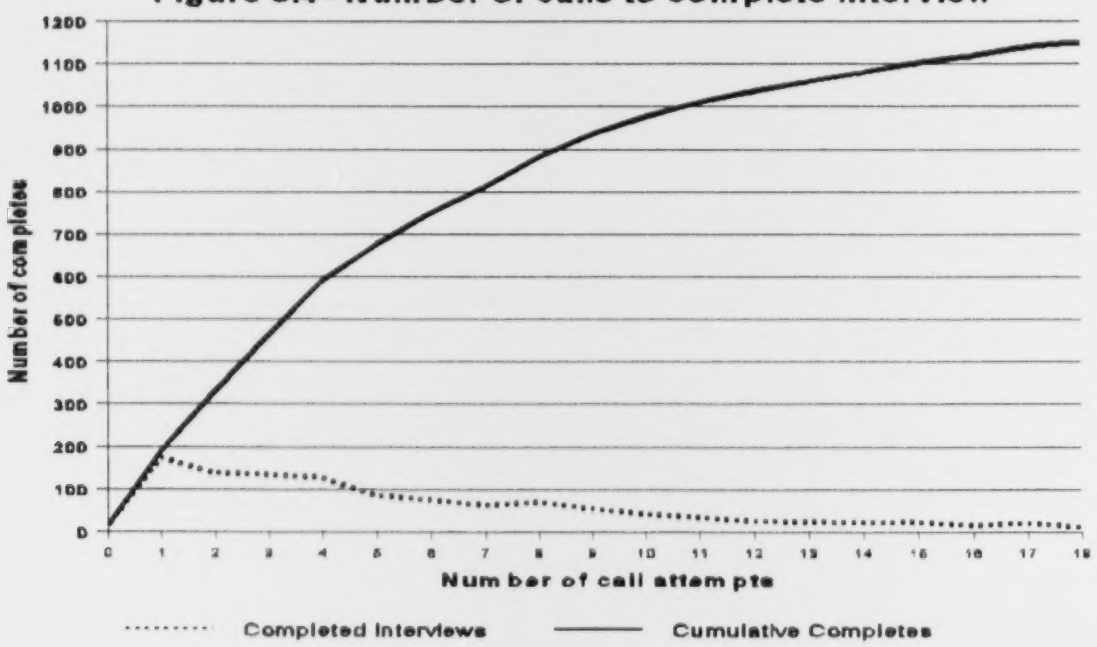
Figure 3.3 displays the average number of hours per completed interview by day of the week. This data is obtained by dividing the total number of interviewer hours by the total number of completes obtained for each day of the week throughout the CATI production period. The graph indicates that Fridays were not particularly effective days to call respondents, since interviewers spent an average of more than four hours of time attempting to contact and interview respondents for each interview they were actually able to complete. This result compares to an average of approximately only two and one half hours of contact and interview attempts on each of the other days of the week. In fact, Mondays, Wednesdays, and Sundays were slightly better days than Tuesdays, Thursdays, and Saturdays for reaching respondents at home. When data was reviewed by hour of day as well as day of week, respondents were found to be most likely to complete an interview on a weekday evening, Saturday morning, and Sunday evening than at any other time. NORC will adjust initial interviewer staffing and calling algorithms for the main survey to reflect these findings, and will watch them closely to observe any differences which would require additional adjustments.



Maximum calls. B&B:93/97 respondents were found to be an active, busy group and somewhat difficult to reach at home. Figure 3.4 displays the relationship between the number of telephone calls made and the number of CATI interviews completed. While the first call is more likely than any other call to result

in a completed interview, still only 174, or 14 percent of CATI interviews were completed with only one telephone call. However, 60 percent of the CATI cases (748) were completed by the sixth call while 82 percent (1,035) were completed with twelve or fewer calls. Note that whereas 46 percent of the CATI interviews were completed between the second and sixth call, only 22 percent of additional cases were completed between the seventh and twelfth call. Because cases were backed up in locating, towards the end of the CATI production period, for many of the remaining cases, more than twelve calls were made. As Figure 3.4 indicates, the higher number of calls are associated with substantially diminishing rates of returns, with the eighteenth call accounting for less than one percent of completed CATI interviews. (See further discussion about maximum call cases in section 3.5, regarding the results of the phone center case ownership experiment for maximum call and refusal cases during the field period.)

Figure 3.4--Number of calls to complete interview



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3.3 Respondent Locating

Cases requiring locating were an extensive problem for the B&B: 93/97 field test: 917 cases, half of the initial sample, required some kind of locating effort during the production period. This locating was in addition to the prefield locating activities explained in section 2.5. However, phone center and field locators were very successful and ultimately they located all but one percent of the net sample and completed interviews with 87 percent of the eligible locating problem cases.

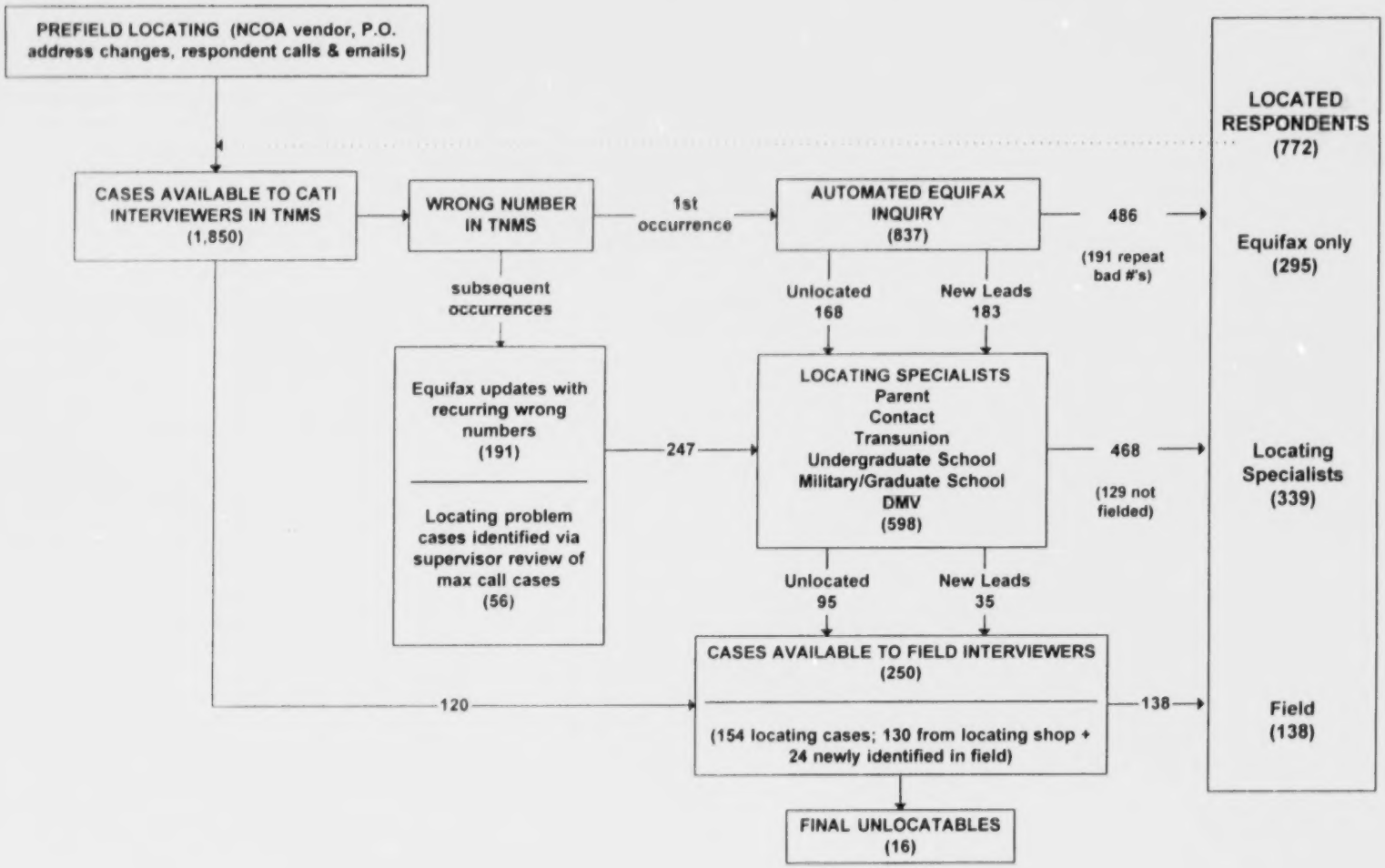
Protocol used for locating. Figure 3.5 summarizes the locating process used during the field period for the B&B: 93/97 field test. In the accompanying text, references are provided in parenthesis to specific figures and tables that provide more detailed information about that particular component.

Cases were loaded into the TNMS with the "best" telephone number for reaching the respondent based on the information obtained through our prefield locating efforts. Interviewers identified cases that required locating activity when the TNMS delivered a number that was "wrong," either because it was a non-working number for which no additional information was available or because the party reached was not the respondent and had no knowledge of the respondent. (Table 3.2 contains information about the extent of locating required.)

The first time these cases were identified as having an outdated telephone number for the respondent, their social security numbers were automatically sent to Equifax to obtain updated address and phone information from the credit bureau's databases. If updated information was obtained which included a new phone number, or for which a new phone number could be obtained from directory assistance, the case was immediately returned to the TNMS general interviewing location. The newly-obtained phone numbers were not called by locators to verify if they were correct. If this updated number was subsequently identified as also being incorrect, the case was then sent to the Phone Center Locating Specialists. (Table 3.3 displays the results of the initial Equifax inquiries.)

Locators used the CMS to both guide and track their efforts. The CMS contained the specific preloaded locating data that the locator had to access for each case as well as locator-entered records of which resources had already been used and with what result, including any updated phone and address information obtained for respondents or their parents or contacts. Locating specialists were instructed to use the following resources in the order they appear since the order correlates to their past proven utility in locating sample members: 1) last known telephone number of the parent(s); 2) last known telephone number of a contact person; 3) reverse Transunion ("reverse" indicating a search on last known address rather than social security number since the Equifax inquiry had already been done on social security number); 4) bachelor degree school alumni office; 5) graduate school or military locating service if applicable; and 6) Department of Motor Vehicles in the state which issued the respondent's last known driver's license. (Table 3.4 presents the frequency and effectiveness of use associated with each of these six major locating resources utilized by the Locating Shop.)

Figure 3.5--Paths to locating respondents



Some cases remained unlocatable at the close of telephone operations; a sample of these was distributed to field interviewers (95 of the 130 cases that had ever been in locating). In addition, 23 of the maximum call and refusal cases that were fielded also ended up requiring some locating effort in the field. A record of all locating activities engaged in by the Locating Shop as well as any updated address information acquired for each of their assigned cases was accessible to the field interviewers through the CMS loaded into their computers. Upon review of the CMS call records for their cases, field interviewers could use the resources listed above that had not yet been accessed or could use additional resources because of their regional knowledge not available to the phone center locators (such as voter registration offices, utility companies, tax assessors offices, churches). (Table 3.5 indicates the final case dispositions by locating problem status for both phone and field cases.)

Extent of locating effort. Although the proposal had projected that 30 percent of cases would need to be located, as table 3.2 indicates, about half of all cases required some locating (where "locating" is defined as the association of a case with at least one of the following: an automated Equifax check, assignment to a phone center locating specialist, or identification of the case as being a locating problem by a field interviewer). Approximately one third of all cases required the more intensive efforts of the phone center locating specialists. Fewer of the cases that were eventually completed required locating than those which were finalized as non-respondents or not fielded.

Table 3.2--Extent of locating task

Final status	Required *no* locating		Required *some* locating		Required locating specialist effort	
Completes (1,390)	795	57%	595	43%	369	27%
Nonrespondents (160)	71	45%	91	56%	56	35%
Ineligibles (6)	1	17%	5	83%	3	50%
Not fielded (292)	66	23%	226	77%	170	58%
Total (1,850)	933	51%	917	50%	598	32%

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Automated Equifax inquiries. Table 3.3 displays the successful results of NORC's decision to use an automated process to gather batches of "first time" wrong numbers and submit them to Equifax to obtain updated address and phone information. Of the 837 cases submitted to Equifax, new addresses were obtained for 79 percent, or 665, of the cases, and new phone numbers were obtained for 58 percent, or 486, of the cases. The cases for whom only an address was available had unpublished phone numbers.

Since the first call to a respondent is more likely to result in a completed interview than any other call, the new numbers obtained from Equifax were not verified by a locator but rather were entered into the case records and returned directly to the TNMS for delivery to an interviewer to try. Of the 486 new numbers, interviewers subsequently found that 191 of them were also incorrect. These 191 cases were then sent to phone center locating specialists along with the 183 cases with new addresses but unpublished phone numbers, the 168 cases for whom no new information was obtained from Equifax, and 56 additional locating problem

cases which were identified by supervisors when they reviewed maximum call cases. However, it is important to note that 295 cases (486-191), or more than one third of the cases that were submitted to Equifax, did not ever require any additional locating efforts (see far right box in Figure 3.5).

Table 3.3--Results from initial automated Equifax inquiries

Result	N	% of Equifax inquiries
Fail: same address/same phone	168	20%
Lead: new address/same phone	183	22%
Find: same address/new phone	4	<1%
Find: new address/new phone	482	58%
Total	837	100%

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Phone center locating. About one third of the initial sample, 598 cases, required the attention of NORC's phone center locating specialists. Locators were able to successfully locate and return 340 of these cases to CATI interviewers. Forty-eight of these cases, as well as 128 unlocated cases, were not fielded. Table 3.4 summarizes the usefulness of each of the major locating resources used by the locating specialists during the field test. Utility is indicated both by the number of finds associated with each resource as well as the number of leads associated with each resource. Finds are defined as those instances when use of the resource resulted in obtaining a new phone number for the respondent. Leads are defined as those instances when new locating information, that does not include a new phone number, is obtained for a respondent. For comparison purposes, the table also includes finds and leads associated with usage of the automated Equifax inquiries. Please remember that locators were instructed to use these resources as much as possible in the order that they appear; therefore, these figures do not represent independent resource efficiencies.

The data used to create table 3.4 is case-level data. In other words, the number which appears in the second column, entitled "Usage," refers to the number of cases (respondents) for which this resource was used, the third column refers to the number of respondent phone numbers locators successfully found when they used this resource (expressed as a percentage in column six), and the fourth column refers to the number of respondents for whom use of this resource elicited new leads, i.e. locating information but not a new phone number (expressed as a percentage in column five). Using the resource of 'parent information' as an example, the table indicates that contacts were made or attempted with the parents of 377 respondents. New information was obtained from respondents' parents for sixty percent of these respondents; in fact, 95 percent of this new information included the respondent's current phone number (thus a 57 percent successful 'find' rate). Therefore, while parent information elicited less new leads than did Equifax, it resulted in substantially more finds, or new current phone numbers. When parent information did not result in a lead or find, this was primarily because locators could not actually speak with the parents (calls resulted in repeated busy signals, unanswered ringing, or answering machines, or were disconnected numbers for which no further information was available).

To summarize the resource usage results, table 3.4 evidences that parent and contact information given by the respondent in a prior interview is by far the most useful locating information available. Parents were associated with finding 57 percent of all respondents who required phone center locating; contacts were associated with finding 44 percent of them. The third best resource, in terms of successfully finding the respondent, was the alumni association or registrar's office of the respondent's bachelor-degree granting institution or graduate school which he/she attended in 1993. The use of the word "reverse" in front of Transunion refers to submitting an inquiry that is run on the respondent's last known address rather than the social security number since the initial Equifax inquiry was already run on the social security number without effective result. The table indicates that a reverse credit bureau check can be effectively used for those cases which have not been found through use of the parent, contact, or postsecondary institution information. Finally, locators used military locating services and state department of motor vehicles (DMV) resources on few cases, and the data indicates both that not many of our sample members are currently in active military service, and that state DMV's are not a very effective locating resource. However, this conclusion about the DMV resource must be qualified: two DMV responses with updated respondent information were received but not until several weeks after the field period had ended; therefore the long time delays between requests and responses could account for much of the non-utility indicated in the table.

Table 3.4--Phone center locating effort: *Locating resource usage and results*

Resource	Usage (by # of cases)	"Finds" related to usage	"New leads" related to usage	Efficacy rate: finds & leads per use	Success rate: finds per use
Automated Equifax	837	295	374	80%	35%
Parent information	377	213	12	60%	57%
Contact	179	79	20	55%	44%
Transunion	155	17	45	40%	11%
College/ Grad school	78	17	16	42%	22%
Military	3	0	2	67%	0%
DMV	22	0	0	0%	0%

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Final completion status by locating problem status. Table 3.5 shows that while 85 percent of cases that never required locating were completed, only 65 percent of all cases which required locating were completed. Looking only at the net sample (excluding the cases in the 'not fielded' column), 92 percent of cases that did not need locating were completed compared to 86 percent of cases that were locating problems. Thus, NORC were quite successful in locating and completing interviews with these respondents.

Table 3.5--Final completion status by locating problem status

	Complete	Final refusal	Unlocated	Other Non-Response	Not fielded	Ineligible	Subtotal
Ever needed locating:							
Phone	478 52%	9 1%	0 0%	2 <1%	226 25%	1 <1%	716 78%
Field	117 13%	20 2%	16 2%	44 5%	0 0%	4 <1%	201 22%
Subtotal	595 65%	29 3%	16 2%	46 5%	226 25%	5 <1%	917 100%
Never needed locating:							
Phone	777 83%	37 4%	--	3 <1%	66 7%	1 <1%	884 95%
Field	18 2%	14 2%	--	17 2%	0 0%	0 0%	49 5%
Subtotal	795 85%	51 6%	--	20 2%	66 7%	1 <1%	933 100%
Total	1,390	80	16	66	292	6	1,850

-- Not applicable.
SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

3.4 Refusal Conversion

Refusal conversion calls began about four weeks after the start of data collection. Three B&B:93/97 field test interviewers, who were experienced at refusal conversion, were selected to convert refusal cases. The interviewers attended a briefing that included a review of the types of refusals and a round robin practice of exercises in gaining cooperation. The CATI refusal converters were very successful; they were able to convert and complete 136 of the refusal cases and another 23 cases were converted by field interviewers. In all, NORC interviewers were able to convert 159 (52 percent) of the 306 refusals (compared to 41 percent of the B&B: 93/94 refusals). Table 3.6 indicates the refusal problem and the overall conversion success rate.

Looking only at the net sample (excluding cases that were not fielded or ineligible), interviewers completed 59 percent of the refusal cases, compared to 96 percent of cases that were never refusals.

3.5 Field Operations

In early July, the main telephone center ceased work on the B&B:93/97 field test. Of the 542 pending cases, 250 were selected for further followup. All were cases that the telephone center had been unable to complete because the respondent refused (60 refusals), was difficult to reach (60 maximum calls), or had required locating (130). These 250 cases were assigned either to field interviewers (190 cases) or to a phone center case-management experiment group (60 cases). The field interviewers received all 130 of the locating cases as well as half of the refusal cases (30) and half of the maximum call cases (30). The phone center case-management experiment group received the remaining refusal (30) and maximum call (30) cases.

Both field interviewers and the phone center case-management group were CAPI (computer-assisted personal interviewing) interviewers, receiving and working their cases using laptop computers on which the CAI instrument had been loaded as well as the electronic case management system (CMS) which contained all the locating information and call records associated with each case they were assigned as well as information about the current status of that case.

Field manager and interviewer recruiting and training. Three field managers (FMs) were hired to supervise nine telephone field interviewers. Each manager was responsible for a specific geographic region of the United States. In-person field interviewers were recruited and hired as needed contingent upon the location of cases. A total of ten in-person field interviewers were hired for the B&B:93/94 field test.

The three field managers received one-half day of in-person training on managing cases and interviews using the CMS and two days of concurrent CAPI interviewer training. The nine telephone interviewers attended a two-day CAPI telephone interviewer training on locating, refusal conversion skills, the administration of the questionnaire, using the CMS to record contact attempts and locating information and the entering of cost information. In-person interviewers were trained via a telephone conference call during which they completed a mock interview, reviewed assigned case(s), developed strategies for completing the case(s) and reviewed administrative procedures with their Field Manager.

Table 3.6--Final completion status by refusal status

	Complete	Final refusal	Unlocated	Other non-response	Not fielded	Ineligible	Subtotal[1]
Ever refused:							306 17%
Phone	136 44%	46 15%	0 0%	1 <1%	34 11%	0 0%	217 71%
Field	23 8%	34 11%	4 1%	26 9 %	--	2 1%	89 29%
Subtotal*	159 52%	80 26%	4 1%	27 9%	34 11%	2 1%	306 100%
Never refused:							1,544 83%
Phone	1,119 73%	--	0 0%	4 <1%	258 17%	2 <1%	1,383 90%
Field	112 7%	--	12 1%	35 2%	--	2 <1%	161 10%
Subtotal*	1231 80%	--	12 1%	39 3%	258 17%	4 <1%	1,544 100%
Total	1,390	80	16	66	292	6	1,850

-- Not applicable.
* Percentages may not add to 100% because of rounding.
SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Phone center case-management experiment group training. Two B&B:93/97 phone interviewers with field test experience were retained for the Phone Center case-management experiment. They were supervised by one of the experienced Phone Center supervisors. The supervisor attended the same half day in-person training on managing cases using the CMS as the field supervisors. The phone interviewers were already thoroughly familiar with locating, refusal conversion, administration of the B&B questionnaire, and use of the CMS to record contact attempts and locating information. They both received an additional two hours of training on use of the laptops, the differences in the CAPI CMS program, which differed slightly from the locating CMS program with which they had experience, and entering of cost information, as well as full utilization of a case management approach, which allowed them complete scheduling flexibility with respondents (in contrast to adherence to a predetermined work schedule).

Field production. Of the 250 subsampled cases, 190 were assigned to the telephone field interviewers (130 from locating, 30 refusals, 30 maximum call cases) and 60 were assigned to the phone center case-management experiment group (30 refusals and 30 maximum calls). Of the 190 cases assigned to the telephone field interviewers, when an interview could not be completed by telephone, the field manager determined if NORC had an interviewer within 50 miles of the respondent. If an interviewer was available, the case was assigned to a local interviewer to work in person.

A total of 135 interviews were completed during the field period at an average of six hours per completed interview. The telephone field interviewers completed 103 interviews; three interviews were completed by in-person interviewers. The phone center case-management experiment group completed twenty-nine interviews. The use of CAPI was determined to be both feasible and cost-effective insofar as the cost of the CAPI field cases (both those conducted by the field interviewers and those completed by the phone center experiment group) was even less than had been expected.

Table 3.7 displays the experiment results. The experiment cases (maximum calls and refusals) were apparently the more difficult interviews to obtain (indicated by an overall completion rate of 47 percent compared to 54 percent of the prior-locating problem cases). Although the phone center case management group and the field interviewers did about equally well (45 percent vs. 48 percent) when comparing the combined results, it is evident that the phone center excelled at completing maximum call cases while the field interviewers had better success at completing refusal cases. Furthermore, while the field interviewers had a lower cost per completion than originally anticipated (average of 5.9 hours per complete), the phone center interviewers did slightly better (average of 5.4 hours per complete).

Table 3.7--Field interviewers vs. phone center case-ownership group experiment results					
Case Type	**Mode**	**Total**	**Complete**	**Non-response**	**Completion Rate**
Maximum Calls	Phone center	30	20	10	67%
	Field	30	19	11	63%
Refusals	Phone center	30	7	23	23%
	Field	30	10	20	33%
Total	Combined	120	56	64	47%
Source: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996					

3.6 Plans for Main Survey Procedures

The case management delivery system and the refusal conversion process will be retained as it was in the field test. The CATI production will be modified by moving all maximum call cases after the twelfth call to phone center maximum call specialists. Cases will be worked in the phone center for a longer period of time prior to fielding.

The intensive phone center locating effort will begin as close to the start of CATI interviewing as possible. Locating efforts will primarily concentrate on using parent and contact data supplied by respondents during their last interview. The next resource to use will be the respondent's bachelor-granting institution or any graduate school he or she may have attended. Prior to the main survey, NORC will send a letter to each of the sample institutions' alumni associations and registrar offices requesting their cooperation in helping NORC locate the B&B respondents. A reverse credit bureau check will follow rather than precede usage of the postsecondary institution. The state departments of motor vehicles will only be used as a last resort.

Finally, based on feedback received during the field interviewer debriefing, hard copies of call records and locating information will accompany CAPI case assignments. Case materials will also include a hard copy checklist which will serve as a guide to help field interviewers determine what has been done with a case and what should be done next. Filling out these checklists will encourage interviewers to carefully review the call notes and begin a non-duplicatory "plan of attack" for each case assigned, and will familiarize them with use of the CMS.

4. Field Test Response Rates and Production Quality Control

4.1 Field Test Response Rates

The final unweighted response rate for the B&B:93/97 field test was 90 percent. B&B:93/97 telephone interviewers were able to complete interviews with 81 percent of the field test eligible respondents and the field staff completed interviews with another 9 percent of the eligible sample. These percentages are based on the total number of cases completed or finalized in the phone center (1,302) plus the sample of cases worked in the field (250), or a net sample of 1,552.

Table 4.1 is an analysis of the final dispositions from the B&B:93/97 field test. The "out of scope and not fielded" cases are primarily composed of the 292 cases that were not selected during the CATI to CAPI transition into the sample of cases to be worked in the field. The remaining six ineligible cases include two sample members who have died since 1993 and four members who didn't graduate within the 1991-1992 academic year.

Considering how much respondent locating was necessary, an unlocatable rate of one percent is remarkable. The major cause for nonresponse for the B&B:93/97 field test was sample members' refusals, as was the case in the 93/94 field test. However, the 93/97 refusal rate of 5 percent is substantially reduced from the 93/94 refusal rate of 8 percent. And the analysis of nonresponse is tempered because the field test field period was stopped before all cases were finalized, indicated by the 4 percent response rate attributed to that category.

Table 4.1--Final sample dispositions: nonresponse analysis

Final disposition	N	Percent of net sample (1,552)
Total	1,850	--
Net sample	1,552	100%
Complete	1,390	90%
Non-response		
Final refusal	80	5%
Final unlocatable	16	1%
Final pending[1]	66	4%
Ineligible		
Graduation date out-of-range[2]	4	--
Deceased	2	--
Not fielded	292	--

-- Not applicable.

[1] The data collection period ended before field work on all cases was complete. At the time field work ceased, interviewers for cases with pending dispositions were still attempting to contact respondents to complete interviews.

[2] These were nonrespondents from the B&B: 93/94 sample who had not graduated within the specified time frame for eligibility. Ineligibility due to graduation date will not be an issue in the B&B: 93/97 main survey since NORC has obtained transcripts for all the eligible main survey respondents. Any B&B: 93/94 main survey non-respondents who were ineligible due to graduation date were already designated as such through the reconciliation process that occurred as part of the transcript project.

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Table 4.2 gives a summary of the response rates achieved by gender, race, and by final B&B:93/94 field test disposition. Response rates by gender are almost equivalent, and response among whites and African-Americans is in fact equal. Perhaps most notable is the fact that interviews were completed with 55 percent, or more than half, of those who had been finalized as refusals in the 93/94 field test. Furthermore, NORC was able to locate and interview more than three-fourths (77 percent) of those who were finalized as unlocatable last time. For the main survey, cases which were refusals for B&B:93/94 will be sent directly to B&B:93/97 refusal converters.

Table 4.2--B&B:93/97 field test response rates

	Total	Complete	Out of scope or not fielded[1]	Nonresponse[2]	Response rate
Total	**1,850**	**1,390**	**298**	**162**	**90%**
Gender					
Male	706	539	101	66	90%
Female	1,085	823	181	81	91%
Missing	59	28	16	15	65%
Race					
White	1,596	1,225	246	125	91%
African-American	108	79	21	8	91%
Asian/Pacific Islander	40	28	8	4	88%
American Indian or Alaskan Native	5	4	0	1	80%
Other	17	13	1	3	81%
Not reported	84	41	22	21	66%
B&B:93/94 field test disposition					
Complete	1,546	1,253	207	86	94%
Refusal	45	17	14	14	55%
Unlocatable	21	10	8	3	77%
Other non-response	238[3]	110	69	59	65%

[1] These 298 cases include sample members who did not receive their bachelor's degree within the eligible time frame (4), who are deceased (2), and those cases that were not sent to the field (292).

[2] The 162 nonresponse cases include 66 which were closed out early because the field period was curtailed.

[3] These were primarily cases which were pending because the 93/94 field test period was closed out early to contain costs for the main survey.

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

4.2 Production Quality Control

To ensure data quality, NORC used the following procedures and reports throughout the data collection phase:

- Interviewers were monitored on a random basis. During each monitoring session, the supervisor noted any deviations or errors in interviewing, locating, or gaining cooperation. Reports were generated showing overall error rates as well as errors by question number. Interviewer feedback sessions were conducted on a weekly basis. During these meetings, interviewers received feedback about the group's performance, and were given the opportunity to ask questions or comment on the instrument.

- Coding accuracy was verified by having a sample of entries from each of the coding programs recoded by expert coders. A program then compared the expert coders recoded entries with the interviewers original entries and generated a report on error rates for coding.

- Production statistics were produced and reviewed on a daily basis. Efficiency ratios such as calls made per completed case, or interviewer hours spent per completed case, were analyzed to track, and correct for, trends that affected the efficiency of the data collection effort.

- Frequencies and time stamps were reviewed daily during the first week of production, and on a periodic basis thereafter. Frequencies and time stamps were exported daily and placed in the IMS so that they would be available for immediate review had any concerns arisen.

- A validation process was used to monitor the quality of interviews completed by field interviewers. Cases were randomly selected for each interviewer. Respondents were recontacted and briefly questioned to ensure that the interviewer actually completed the interview and that the interviewer administered the questionnaire appropriately and professionally.

- A reinterview was conducted with 102 respondents using a subsample of the items from the original instrument. Results from the reinterview were analyzed to provide information about the reliability of selected items.

Chapter 5 uses the frequency and time stamp information as well as the coding comparisons in its evaluation of the instrument items and on-line coding accuracy. Chapter 6 discusses the reinterview results in more detail. The remainder of this chapter focuses on the monitoring system and productivity measures.

4.2.1 Statistical Quality Control Monitoring

CATI interviewers were carefully monitored by supervisors to ensure consistent high-quality data throughout the field period. NORC's online monitoring system allowed monitors to simultaneously listen to an interviewer, observe the interviewer's computer screen, and record any errors or comments into the monitoring system database. Supervisors conducted all monitoring activity from the monitoring room just off the interviewing area in order not to disturb the actual interviewer.

Each day interviewers would be randomly selected for monitoring. Once the monitor connected to the interviewer's computer screen and phone line, the monitoring system would automatically record the start time and date of each monitoring session, as well as the ID of the interviewer being monitored and the phone number of the active station. The monitor would then identify the activity being observed and record any errors that occurred. The major activities were interviewing, locating, and non-interviewing activities such as gaining cooperation, and refusal conversion. It was possible, of course, for more than one of these activities to occur within a session, and the system logged the amount of time each activity was observed. Each activity had a different data capture screen which listed possible problems for which the monitors were vigilant.

The interviewing data capture screen (figure 4.1) allowed the monitor to identify any questions which may have been asked, or whose responses were recorded, incorrectly and the type of error that occurred. The monitor would enter the question number as displayed on the CATI screen, code the error type, and record feedback comments. Entries could be made for multiple questions as well as multiple errors per question. The code frame for error type was displayed in a banner across the top of the screen. Cumulative frequencies could be produced to identify problematic questions by showing the frequency of each type of error and the questions with which they were associated.

Figure 4.1--Interviewing data capture screen

Interviewing
List Any Errors Observed

Interviewing Error Codes	1 Probing Error 2 Clarifying Error 3 Leading Respondent 4 Miscoding Response	5 Changed Meaning of Quex 6 Bias 7 Other

Ques. No. Error Code Comment (2 lines allowed per Ques. No.)

The locating data capture screen (figure 4.2) was designed for use with NORC's Case Management System (CMS). All areas of locating expertise were rated on a 5 point scale from "1" meaning "needs improvement" to "5" meaning "excellent." Of course not all facets of locating were observed during each monitoring session; therefore, there is a code for "not observed."

Figure 4.2--Locating data capture screen

Locating
Project:
Score Locator Below 1-5
(1 = needs improvement)
(5 = excellent) (0 = not observed)

Probed
Documented Outcome in Call Notes
Correct Disposition Assigned
Resource Used in Correct Sequence
Understanding of CMS Structure
Gaining Contact Cooperation

Comment:

User ID: Phone: Server:

Non-interviewing activities such as gaining cooperation and refusal conversion have their own data capture screen (Figure 4.3). This screen is less structured than the other screens and relies on comments to provide interviewer feedback.

Figure 4.3--Non-interviewing activity capture screen

Non-Interviewing Activities
Project:

Code type of Error Observed

G = Error in Gaining Cooperation

R = Error in Refusal Conversion

Error Type

Comments:

User ID: Phone: Server:

Leave Blank if no errors or not applicable

At the end of each monitoring session, the monitor would rate the overall interviewer performance on such qualities as conversational style, explanation of the study, and professionalism on the Session Summary Screen (figure 4.4). The monitor could also enter comments that would be useful to help the interviewer improve.

Figure 4.4--Session summary screen

Session Summary Screen

Rate the skills listed below

Scale: 1 = Needs Improvement, 5 = Excellent, 0 = Not observed/NA

Identification of Self
Explanation of Study
Use of Call Notes
Refusal Conversion/Aversion
Cadence
Overall
Speed
Presentation
Professionalism
Conversational Style
Voice Quality
Major Activity Observed: (Interviewing, Locating, Non-Ivwg)

Comments:

User ID: Phone: Server:

During the phone center data collection period, supervisors monitored portions of 12 percent of all completed CATI interviews. The number of minutes monitored and the number of errors observed were reported daily. In addition, the frequency with which items in the CATI instrument had errors reported and the monitors' notes were listed. In all, 282 monitoring sessions were conducted, covering a total of 3,733 minutes. Monitoring sessions averaged 13.24 minutes, or slightly below our session goal of 15 minutes. The CATI monitors were able to observe actual interviews during 52.53 percent of the sessions for a total of 1,506 minutes. The monitors noted 11 interviewing errors, yielding an error rate of .0073 errors per minute.

4.2.2 Productivity Measures

NORC obtained productivity measures by analyzing statistics collected in the Telephone Number Management System (TNMS). The dispositions of all calls made in the telephone shop were tracked along with the time required for each transaction. This information was used to generate statistics on the number of cases completed and the effort required to complete interviews. Interviewing production reports were generated nightly and automatically updated in the IMS. An example of the daily interviewing production report is shown below (figure 4.6):

Figure 4.5--Daily production interviewing.

	Completes per day	Hours per Complete	Calls per Hour	Calls per Day	Calls per Complete	Number of Interviewers	Interviewer Hours	Number Cases Touched	Average Administration Time
06/27/96	15	4.45	4.15	277	18.47	16	66.79	163	38.58
06/26/96	21	3.73	4.21	330	15.71	18	78.34	139	33.36
06/25/96	25	2.77	4.88	338	13.52	16	69.23	165	35.88
06/24/96	19	3.12	4.72	280	14.74	14	59.34	184	40.02
06/23/96	20	1.53	5.63	172	8.60	7	30.54	134	37.53
06/22/96	23	1.79	5.50	226	9.83	7	41.11	179	30.63
06/21/96	12	3.48	4.50	188	15.67	9	41.75	188	39.84
06/20/96	17	3.81	4.94	320	18.82	16	64.79	192	38.88
06/19/96	28	2.80	3.76	295	10.54	21	78.39	206	36.60

By analyzing the daily productivity measures, such as number of completed interviews, hours per complete, calls per complete, and the number of cases touched, the B&B:93/97 management team was able to gauge the effectiveness of the staffing plan and make quick adjustments as warranted.

5. Instrument Evaluation

5.1 Length of the Interview

Respondents were typically on the telephone for 39 minutes with phone center interviewers. The average administration time for the actual survey instrument was a few minutes less, just over 36 minutes. Table 5.1 presents information on the average administration time for the complete survey instrument, as well as timings for subgroups.

Table 5.1--Average length of interview, in minutes, for all respondents and subgroups

	Number of respondents in subgroup	Average length of interview
All respondents	1,377	36.7
Respondents who applied to graduate school since last interview	341	42.6
Respondents who enrolled in school since last interview	666	41.8
Respondents who taught school since last interview	275	45.0
Respondents who searched for new job as result of graduate of professional degree	145	43.6
Respondents who were employed	1,208	36.6
Respondents who attended training sponsored by employer	468	36.7

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

It is apparent that the interview was quite long, approximately three-quarters of an hour, for those who had either taught school or had attended school since the last interview. During our interviewer debriefings, interviewers reported that interviews with these groups were difficult, yet they also stated that respondents who were in school or teaching school seemed to appreciate the purpose of the study and were willing to complete the interview.

Table 5.2 presents more detailed information concerning the length of each major section of the interview. Average administration times are reported for two groups, all respondents and the subgroup of respondents who answered items in that section.

Table 5.2--Average interview administration times in minutes by section

	Average for all interviews	Number of respondents answering items in each section	Average for those answering items in each section
Total	36.70	1,377	--
Graduate exams section	.36	1,377	.36
Graduate applications section	.85	341	2.68
Enrollment section	4.89	666	7.71
Teaching section	3.20	275	10.80
Job search section	1.65	145	2.06
Employment section	7.65	1,289	7.69
Employment history	2.33		
April job	5.40		
Training section	1.71	468	2.66
Demographics and other items section	11.24	1,377	11.24
Advice/skills	2.07		
Undergraduate education	1.07		
Volunteer/political participation	1.68		
Demographics	2.30		
Income and savings	1.76		
Education debt	1.07		
Other debt	1.13		
Locating information section	5.55	1,377	5.55

--Not applicable.
SOURCE: NCES, Baccalaureate and Beyond: 93/97 Field Test, 1996

The longest single section was the demographic section, which included items on race, household members, income, savings habits, educational and other debt, as well as items concerning skills from undergraduate school, advice to students entering college, voting behavior, volunteer work, and computer ownership. Of these subareas of the demographic section, only a few took more than one minute: a series of questions on volunteer work (101 seconds); a series about skills learned in college and used in employment (79 seconds); income questions (75 seconds); and educational debt (64 seconds).

The teaching section also took a long time to administer, just over ten minutes among those respondents who had actually taught school since the last interview. The employment and education

sections each took over seven minutes. Nearly all respondents completed the employment section, while only about half of all respondents completed the education section.

5.2 Item Nonresponse

Once respondents agreed to be interviewed, they were very cooperative in answering questions. Very few items have any "don't know" or "refused" responses. In fact, only twenty-three items have greater than five percent missing data. These items and the number of "don't know" and "refused" responses for each are presented in table 5.3.

Income. Almost all of the items with high levels of missing data involve dollar amounts (20 out of the 23 items). The item with the most "don't know" and "refused" responses concerns the income of non-spouse household members. Of the 180 respondents asked to report on the income of non-spouse household members, only 50 percent responded. About 17 percent of married respondents were unable or unwilling to give precise information about their spouse's earnings and income. Fortunately, over 90 percent of respondents did provide information on their own total income, earnings, and salary earned at the job held in April, 1996.

Tuition and financial assistance. About twelve percent of respondents who received aid were unable to give estimates of the amount of financial aid they received. Similarly, about 12 percent of students who had enrolled in school since the last interview were able to answer an item about the amount of tuition they paid.

Debt. While most married respondents knew whether or not their spouse had any educational debts, 25 percent of the respondents who said their spouses did owe money were unable to report how much had been borrowed or was still owed. Respondents had an easier time providing information about their own educational debts. Of the series of items concerning respondents' own borrowing for education, one item had a noticeable level of missing data: five percent of respondents who had borrowed money for undergraduate school couldn't estimate the total amount of undergraduate debt that they still owed to nonfamily sources.

While almost all respondents could provide information about monthly housing and car payments, a small number refused to answer an item concerning the amount of monthly payments for all other debt. Six percent of the respondents who reported that they had other debt refused, or didn't know, the amount of the monthly payment.

Table 5.3--Items with more than 5 percent don't know and refused

Item		Asked	Refused	Don't Know	Total Missing
PAIDAM	Amount of financial assistance received-first enrollment	217	4	21	11.5%
PBTUIT	Tuition prior to discounts or waivers--first enrollment	411	3	46	11.9%
PAIDAM2	Amount of financial assistance received--second enrollment	24	1	2	12.5%
PBTUIT2	Tuition prior to discounts or waivers--second enrollment	45	1	4	11.1%
CERT1STM	Month R first certified to teach	60	0	4	6.7%
CERTMM	Month highest certification issued	98	0	9	9.2%
AJOBSAL	Salary in April 1996	1319	68	17	6.4%
AJBSTSAL	Salary when first began April job	1319	61	17	5.9%
AJBFAM	Does April job provide family-related benefits	1317	2	65	5.1%
TOTINCOM	R's income from all sources - continuous	1366	86	45	9.6%
TOTINCM	R's income all sources - combined continuous and categorized	1366	86	5	6.7%
ANNUINC	R's income from all jobs - continuous	1366	84	43	9.3%
ANNUINCR	R's income all jobs - combined continuous and categorized	1366	84	5	6.5%
TOTINCSP	Spouse's income from all sources - continuous	749	75	56	17.5%
TOTINCS	Spouse's income all sources-combined continuous/categorized	749	75	21	12.8%
ANNINCSP	Spouse's income from all jobs - continuous	749	77	48	16.7%
ANNINCS	Spouse's income all jobs-combined continuous and categorized	749	77	20	13.0%
HSEDIN	Other HH members income from all sources - continuous	123	13	50	51.2%
HSAANINC	Other HH members income from all sources - combined	123	13	20	26.8%
OWENFAM	Amount of undergrad debt still owed to non-family sources	824	4	38	5.1%
TOTLOANS	Total amount of spouse's educational debt	268	5	70	28.0%
TOTALBAL	Amount spouse still owes for educational debt	268	6	60	24.6%
OTHDEBP	Monthly payments for all other debt	700	30	16	6.6%

SOURCE: NCES, Baccalaureate and Beyond: 93/97 Field Test, 1996

Month received teacher certification. Almost all teachers could report the *year* they had first been certified, as well as the year they received their highest level of certification. However, between 7 and 10 percent of certified teachers could not provide the corresponding *months* they had received the certification.

Family leave benefits. About 5 percent of respondents did not know whether or not the job they held in April, 1996, provided family-related benefits such as maternity leave. These same respondents were able to answer questions about other benefits such as health insurance, sick leave, and paid holidays.

5.3 Evaluation of On-line Coding Accuracy

The field test instrument made use of five coding programs developed by NCES. These programs were used to code postsecondary institutions, elementary and secondary schools, major field of study, industry and occupation. The coding programs for industry, occupation, and major required interviewers to enter the brief "verbatim" text supplied by the respondent. The coding program then suggested several possible codes and the interviewer was to select the most appropriate code.

To judge the quality of the coding being done by the interviewers, NORC periodically exported information from the major field of study, industry and occupation coding programs[1] and gave it to specially trained coders. The coders were asked to use the verbatim text entered by the interviewer and select an appropriate code. If the code selected disagreed from that originally chosen by the interviewer, the coder was shown the interviewer-selected code and was asked to judge if that code was reasonable or not. The results of this verification process are displayed in table 5.4.

Interviewers did a fairly good job in using the coding programs and the differences in coding accuracy between the programs is relatively small. The reasons for the relatively large number of "reasonable but different" codes for occupation and major is probably due to the length and complexity of these codes. The industry coding program is relatively short and codes can more easily be judged correct or incorrect.

[1]While this export will occur weekly in the main survey, due to the much lower number of cases in the field test, it was not cost-effective to export the verbatims and codes on as frequent a schedule.

To examine the accuracy of school coding, coders were given the text entered by interviewers when the school named by the respondent could not be found. In these cases, coders were asked to judge the completeness of the information entered by the interviewer: was the name, city and state information sufficiently complete so that it can be coded later? Again, interviewers were typically very good in recording this information: over 90 percent of such responses had sufficient information to allow a later determination of the correct code.

Table 5.4--Reliability of interviewer coding using on-line coding programs

Coding program	Percent of cases where sufficient text was entered to allow verification	Verified cases		
		Percent coder and interviewer agreement	Percent coder and interviewer disagreement:	
			Interviewer code reasonable	Interviewer code incorrect
Major	98.1%	79.7%	15.7%	4.6%
Industry	95.6%	82.4%	9.9%	7.6%
Occupation	97.3%	74.9%	18.7%	6.4%
Postsecondary institution	95.1%	--	--	--

-- Not applicable.

* Names of institutions were entered only when the interviewer was unable to find a code in the list provided. Here, the coders were asked to judge the completeness of the information entered about the school: name, city, state.

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

5.4 Evaluation of Coding Frames

To assess the completeness of the coding frames used, all items with lengthy code lists included an "other, specify" category for the field test. Table 5.5 presents information on the items with coding frames that need expansion or clarification.

Table 5.5--Examples of responses to "other, specify" items

Item	Abbreviated item text	Potential additional codes
AJOBT14	How did you find out about this job?	Started own business; created own job Through college/grad school employee program
AJOBTYPE	Would you say this job is executive, managerial, professional...	Some of everything
AJOBWHY	Why did you accept this position with <EMPLOYER NAME>	Convenience (hours/location/child care) Related to field of study
LEFTTEACH	What is the primary reason you decided not to pursue teaching?	Needs certification/lacks educational background Not my career goal
NEVAPP	What are the reasons you did not apply for a teaching position?	Pregnancy/ or have children to take care of
NONTCHJB	Have you had any non-teaching but education-related jobs?	Tutor Teacher (of non-school related subjects)
SAVING	What have you been saving money toward?....	Saving, just because Vacation, travel Car Engagement ring/marriage For a rainy day or emergency Repairs for home/items for home Future Pay off loans or debt Family or children Moving
VOLWKDO	What types of volunteer work did you do?	Church/religious School-related volunteer (e.g., served on school board) Community work Red Cross Medical org (Am Lung Assn) AIDS service organization
WHNAID	Why didn't you apply for aid?	Employer paying tuition/ tuition reimbursement

SOURCE: NCES, Baccalaureate and Beyond: 93/97 Field Test, 1996

It is clear that in many of these instances, the addition of a new code will solve the problem. For others, most notably the item which asks about volunteer work, it appears that the conceptual framework used to construct the original frame does not correspond to the way respondents interpret the question.

5.5 Interviewer Debriefing Suggestions

Interviewers thought the instrument was greatly improved from the First Followup. However, there was universal agreement that streamlining steps were needed for the post-baccalaureate enrollment and employment history sections. Although interviews with respondents who were teachers or who were currently enrolled in school took longer, both of these respondent types seemed to appreciate the purposes of the study and were willing to complete the interview. Interviewers especially commended the inclusion of the open-ended question which asked respondents to give advice to people starting college; its placement allowed for a "breather" from the interview. In addition, respondents very much enjoyed being asked their opinion and being allowed to give a free-form response.

6. Field Test Reinterview

The purpose of the reinterview was to assess the reliability of selected items in the B&B:93/97 field test instrument. To ease respondent burden, a subsample of 100 respondents was targeted for participation in a five-minute reinterview. Four series of items were included in the reinterview. Because the number of items which could be asked these respondents was limited, NORC decided to focus on those suspected of being unreliable. The items, and the reasons for their inclusion in the reinterview, are described below. A complete list of the items is included in Appendix F.

Graduate applications. Graduate school application items had been reworded to ask for the two most recent schools applied to, rather than "first" and "second" choice schools as it was asked in 93/94. These items were included to help ascertain the reliability of this change in question phrasing as there was concern over the possibly ambiguity of "two most recent," especially for those respondents who may have applied to graduate schools en masse.

Teaching. Since the teaching section was greatly redesigned for the second followup field test, select items from this section were incorporated in the reinterview. Respondents were asked about their teaching jobs and dates of employment, and then selected their primary teaching job for each academic year. Items about participation in-service or professional development programs were also included, as were items about changes in the respondent's teaching practices as a result of these programs. This series of questions about professional development programs was thought perhaps to be too subjective and ambiguous to be answered reliably.

Skills. Among the new items in the second follow-up field test was a series of items asking for the respondent's assessment of the importance of certain skills in their job, and their improvement by undergraduate education. These were included in the reinterview to determine if this is a meaningful question and whether respondents can really answer it.

Education debt. This section was changed somewhat since the last survey, and works off of preloaded B&B:93/94 data. Instead of asking about each individual loan, items now ask the respondent for the total amount of debt accrued for undergraduate and graduate education, and how much debt remains. The accuracy of these responses were tested in the reinterview, and feedback from the reinterview respondent helped determine if these questions are difficult to answer.

6.1 Field Test Reinterview Production

The sample. A special sample of cases was selected in order to optimize the reinterview data. Cases were selected which met both of the following conditions:

- attended post-baccalaureate school and answered either the question on status in professional program or status in graduate program (currently or when stopped attending);
- had a teaching job and answered the question about whether or not participation in certain programs changed their teaching practices.

From 1,226 cases completed in the telephone center, 368 met these criteria. Of these, 300 were randomly sampled to be included in the reinterview. The goal was to complete 100 interviews. The decision to use a large sample was made to reduce the cost of the reinterview and complete the reinterviews quickly. Table 6.1 presents the final dispositions of all cases.

Table 6.1--Reinterview disposition of cases

Category	Total
Completes	102
Refusals	4
Moved/temporarily unlocatable	23
Respondent to call	9
Other worked cases *	162
TOTAL	300

* These are cases that had been worked but not finalized by the time production ceased (e.g., no answers, busy, answering machines, soft appointments).

SOURCE: NCES, Baccalaureate and Beyond: 93/97 Field Test, 1996

Four interviewers were trained to conduct the reinterview. Interviewers were instructed not to make appointments for more than seven days in the future. This policy was initiated because of the expected short duration of the reinterview period. After completing a reinterview, the interviewer asked the respondent a few additional items to obtain respondent reactions to the instrument and the reinterview process.

Reinterviewing began on August 13 and ended on August 21, 1996. Based on the original interviewing production, reinterviews were conducted only in the most productive times of Tuesday, Wednesday, and Thursday evenings. After five days of reinterviewing and approximately 37 interviewer hours, 102 interviews were completed. The final production statistics are summarized in table 6.2.

Table 6.2--Reinterview production statistics	
Completed	102
Minimum number of calls to complete interview	1
Maximum number of calls to complete interview	5
Average number of calls to complete interview	1.4
Average minutes to complete a given interview	5.7

6.2 Analysis of Reinterview Data

Reinterview data poses a challenge to the analyst. The easiest method, direct comparison of variable values across interviews, does not paint a complete picture. Often, data across interviews do not agree because of inconsistencies in previous items and altered skip patterns within the interview.

The goal in conducting this reinterview was to examine the reliability of respondent reports, as captured by interviewers, in the two surveys. Thus, the analysis focused on the level of agreement between exact items among people who responded to the items in both surveys. This measure provides an assessment of the quality of a single item. However, the analysis reported here should be interpreted cautiously. For some items, the actual percentage of disagreement between similar variables in the two data files may be larger because they items were embedded in larger "skip patterns."

In the tables that follow, reliability is discussed in terms of the proportion of cases that had data which disagreed between the two interviews. Levels of disagreement in excess of 20 percent are cause for concern.

6.3 Analysis of Graduate School Application Items

The graduate school application section was changed considerably from the B&B:93/94 survey, and these items were included in the reinterview to assess reliability of the new item wordings. Instead of asking for the first and second choice schools to which the respondent applied, the B&B:93/97 field test survey asked about the "most recent" and "next most recent" schools. In addition, respondents were asked for the date of their most recent applications.

This section was further complicated by the fact that questions had to be tailored to B&B:93/94 respondents depending on whether or not they had applied last time, as well as nonrespondents who were also asked about the date they *first* applied to any graduate schools.

Table 6.3 gives general results on the reliability of respondent reports about applications to graduate school. For each item, the percent of respondents who supplied answers to *both* interviews are reported in the second column. The third column presents information on the number of cases where the information captured in the two interviews is in disagreement.

Table 6.3--Reliability of reports of graduate school applications		
Item	**Responses to item (percent of 102)**	**Response discrepancies (percent of responses)**
Whether or not respondent applied to graduate school	102 100.0%	14 13.7%
Number of graduate school applications	41 40.2%	6 14.6%
Month of most recent application to graduate school	44 43.1%	33 75.0%
Year of most recent application to graduate school	44 43.1%	12 27.3%
"Most recent" graduate school applied to	44 43.1%	3 6.8%
"Next most recent" graduate school applied to	21 20.6%	7 33.3%
SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996		

Graduate school applications. Eighty-eight respondents--86 percent of 102 complete reinterview cases--gave the same response when asked whether or not they had applied to graduate school since their last interview date (or bachelor's degree receipt date, in the case of B&B:93/94 nonrespondents). Nine people who had originally answered "Yes" to this question answered "No" in the reinterview. Further analysis showed that one of these discrepancies was due to interviewer error in the first interview. Five respondents who originally reported that they had not applied gave the opposite answer in the reinterview. Two of these discrepancies could be explained upon further investigation; one respondent had actually applied between the original interview and reinterview dates, and the other reported that the most recent application date was sometime in 1993, but did not know the exact month.

Of the 41 respondents who had indicated that they had applied to graduate schools, only six, or 15 percent, differed in the number of school applications they reported when comparing their reinterview response to their initial response. This is partially due to the fact that the majority of respondents applied to two or fewer schools, but even those who applied to a larger number reported the same number each time. In the six discrepant cases, three people reported one additional school application while the other three people reported one less school application than they had initially.

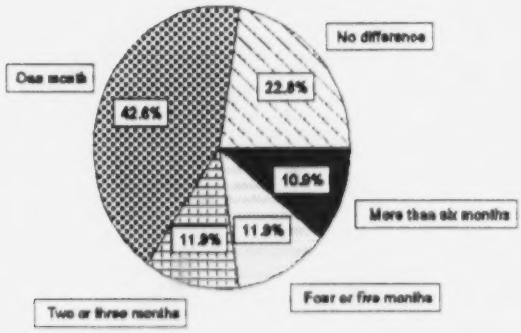
Most recent date applied to graduate school. Table 6.3 indicates a high percent discrepancy for both the month (75 percent discrepancy) and year (27 percent) respondents reported applying to graduate school. However, closer inspection showed that 19 of the discrepant cases were only one month apart, three dates were apart by two or three months, and seven dates were apart by four to six months. Five respondents (11 percent) reported conflicting application dates that were more than a year apart. Therefore, only 34.1 percent, or about one third of the cases, differed by more than a month on their reported date of most recent application. Figure 6.1 shows the degree of discrepancy, by number of months, between the two respondent reports.

Reliability of graduate school reports. When asked for the names of the two most recent schools to which they applied, respondents were able to answer reliably. Only three respondents reported a different school for the most recent application. Reports of the next most recent school are also reliable, taking into account that six of the seven discrepant cases were due to a difference in the number of graduate school applications (for example, respondents reporting that they had applied to two schools in the first interview but changing their answer to one in the reinterview).

6.4 Analysis of Teaching Job Items

The teaching section of the B&B second followup field test questionnaire represented a radical departure from the first follow-up. In the first followup, the emphasis was on describing the characteristics of newly qualified teachers; in this followup, emphasis was placed on tracking movement into and out of teaching. For example, the move into teaching is often characterized by additional schooling for licensure, and gaining experience as a substitute or part-time teacher. Moreover, a higher percentage of respondents would have gained more teaching experience in this round, and additional items were needed to assess the quality and types of those experiences.

Figure 6.1--Difference of application dates by number of months (N=44)



SOURCE: NCES, Baccalaureate and Beyond Second Follow-up Field Test, 1996

In the B&B:93/97 field test, teachers were asked about their employment history: whether they had substitute teaching or teacher's aide positions, and the names and dates of employment for the schools at which they had "regular" teaching jobs. In addition to obtaining general employment spell information, questionnaire items also collected data on such elements as class size, fields taught, and number of school periods each field was taught, for each academic year the teacher was employed. Respondents had to choose their *primary* job in cases where more than one regular teaching job was held in a particular academic year. The reinterview items in the teaching section were chosen to ascertain the reliability of this teaching employment history, as well as the respondent's report of their primary jobs in each academic year.

Table 6.4 shows the general results for respondent reports of teaching jobs. When reinterviewed, six respondents reported that they had never worked as an elementary or secondary school teacher. Investigation of the original data showed that although four of respondents had answered "yes" to this question, they had held only substitute or teacher's aide positions, and never held regular teaching jobs. It is possible that these reinterview respondents screened themselves out of the subsequent question, "How many regular teaching positions have you held?" based on the original interview experience.

Number of teaching jobs. Analysis of subsequent reinterview items points to the need for clearer instructions and guidance for both the respondent and interviewer in the main study. Half of the six discrepant reports for the number of regular teaching jobs was due to unclear situations which resulted in inconsistent reporting of jobs: one teacher who worked at two different schools on the same campus named both schools in the original interview and only one in the reinterview; and two teachers named the same school twice, once for each academic year employed. The three remaining discrepant cases were due to the omission of one teaching job either in the original data or the reinterview.

Employer names. Inconsistent reporting of number of jobs is obviously also a factor in the percent discrepancy of employer names. Although the sample size is too small to identify a pattern, it seemed as likely for respondents to recall an earlier job in the reinterview as it was for them to forget a job. Of the seven discrepant first employer names, three were due to differences in number of jobs reported. The

remaining four discrepant cases comprised completely different employer names with exact matching employment dates.

Dates of employment. As table 6.5 shows, respondents generally provided reliable reports of their employment dates. Teachers were more likely to err in their responses for job start dates; although roughly 19 percent of the discrepancies were due to a one to three month difference, 14.3 percent of these dates differed by a year or more. The percent discrepancy drops considerably for respondent reports of job ending dates, primarily due to the fact that the majority (38 teachers, or 90.5 percent) were still employed at that job.

Participation in in-service or professional development programs. Teachers were asked about their participation in programs on:

- uses of educational technology for instruction;
- methods of teaching a subject field;
- in-depth study of a subject field;
- student assessment; and
- cooperative learning in the classroom.

Respondents were then asked about the impact of these programs on changing their teaching practices. These items were included in the reinterview to assess the reliability of responses and the teacher's subjective measure of a change in teaching practices. Although the relative number of reinterview respondents who answered this question was small (27 out of 102), these items did exhibit a high degree of unreliability as evidenced by differences of about 30 percent for each of these items. Teachers seem unable to accurately report their participation in training or development programs, and to assess changes in their teaching practices as a result.

Table 6.4--Results for teaching employment history

Item	Responses to item (percent of 102)	Response discrepancies (percent of responses)
Whether or not respondent ever worked as elementary or secondary school teacher	102 100.0%	6 5.9%
Number of regular teaching jobs	49 48.0%	6 12.2%
Name of first school/employer	49 48.0%	7 14.3%
Starting month of first teaching job, where job names match	42 41.2%	9 21.4%
Starting year of first teaching job, where job names match	42 41.2%	6 14.3%
Ending month of first teaching job, where job names match	42 41.2%	3 7.1%
Ending year of first teaching job, where job names match	42 41.2%	1 2.4%
Name of second school/employer	8 7.8%	2 25.0%
Starting month of second teaching job, where job names match	8 7.8%	1 12.5%
Starting year of second teaching job, where job names match	8 7.8%	0 0.0%
Ending month of second teaching job, where job names match	8 7.8%	2 25.0%
Ending year of second teaching job, where job names match	8 7.8%	1 12.5%

NOTE: Not included in this table is one respondent who had four teaching jobs. The data for all job names and dates matched.

SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996

Table 6.5--Degree discrepancy of employment dates for first teaching job		
Number of months discrepant	**Number of cases**	**Percent of cases (out of 42)**
Job start date:		
None	28	66.7%
One	6	14.3%
Two to three	2	4.8%
Twelve or more	6	14.3%
Job end date:		
None/still employed	39	92.9%
One	2	4.8%
Twelve or more	1	2.3%
NOTE: Due to rounding, details may not add to 100 percent. SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996.		

6.5 Analysis of Skill Improvement and Importance Items

The B&B:93/97 field test incorporated a new series of questions involving the importance of various skills and abilities in the respondent's job, and whether the respondent's undergraduate education improved those skills. Table 6.6 indicates that respondent reports on these items were not completely reliable, with discrepancy rates among the 102 respondents ranging from two to 30 percent.
Respondents had more difficulty determining whether the skill was improved by their education than whether it was important in their jobs, which is understandable since four years have passed since their graduation. Furthermore, discrepancies in items on undergraduate improvement were more often seen among those who said the skill was *not* important in their job.

The items which had the highest discrepancy levels were those that dealt with psychosocial skills, such as self-understanding (30 percent) and the ability to influence others (23 percent). However, even the more concrete abilities such as mathematical and computer skills elicited divergent responses in the two interviews. Furthermore, analysis of the data for questions that had significantly lower discrepancy levels showed that the majority of respondents were giving the same answer. Ninety-six percent of the respondents whose responses were not discrepant answered that the ability to influence others is important in their job, while 100 percent answered that speaking skills were important, and 98 percent answered that writing skills were improved by undergraduate education. Based on these results, it is recommended that this series of items be eliminated from the main study.

Table 6.6--Reliability of reports for skill items		
	Response discrepancies (percent of 102)	
Item	Important in job?	Improved by undergraduate education?
Mathematical skills	23 22.5%	20 19.6%
Ability to influence others	11 10.8%	23 22.5%
Computer skills	15 14.7%	20 19.6%
Speaking skills	2 2.0%	17 16.7%
Writing skills	13 12.7%	8 7.8%
Self-understanding	16 15.7%	31 30.4%
Understanding scientific theory or method	19 18.6%	13 12.7%
SOURCE: NCES, Baccalaureate and Beyond:93/97 Field Test, 1996		

6.6 Analysis of Education Loan Reporting Reliability

One of the goals of B&B:93/97 is to understand how education debt affects graduates' choices concerning career and further schooling. The second followup field test questionnaire contains a series of items about education loans from family and non-family sources, and debt repayment. New items included in this round gather data on education loans for graduate or professional education. The reinterview consisted of items concerning dollar amounts borrowed for graduate education and owed for all (undergraduate, graduate, or both) education debt.

Results of the reinterview confirm findings in the first followup field test regarding respondent reports of dollar amounts borrowed and owed. One third of those respondents who were ever enrolled in graduate or professional programs gave inconsistent amounts for their graduate education debt. Almost two-thirds of those respondents with any education debt (for undergraduate and/or graduate education) gave inconsistent figures for the amount they still owed.

The analysis of these items should be interpreted with caution, as it is possible that the amount borrowed for graduate education could have increased or the amount of outstanding debt could have decreased in the time period between the original interview and the reinterview.

Figures 6.2 and 6.3 provide a more detailed breakdown of the differences in respondent reports of graduate loan amounts and total outstanding debt, respectively. In the case of graduate education loans, figure 6.2 shows a negative discrepancy if the dollar amount reported in the reinterview is greater than that given in the first interview, and a positive discrepancy if the reinterview amount is less than the original. While the latter case is highly unlikely, it is possible that respondents borrowed more money for their graduate education in the time between the two interviews. The same argument applies to figure 6.3, which shows a negative discrepancy if the total amount owed in the reinterview is greater than in the original, and a positive figure if the opposite condition is true. Further analysis showed that the average monthly debt payment for respondents is about 200 dollars. In this case, it is quite probable that the respondent had made payments toward the outstanding debt and actually decreased it (at least in the case of small differences) during the intervening period between the two interviews.

Figure 6.2--Differences in amount borrowed for graduate education (N=68)

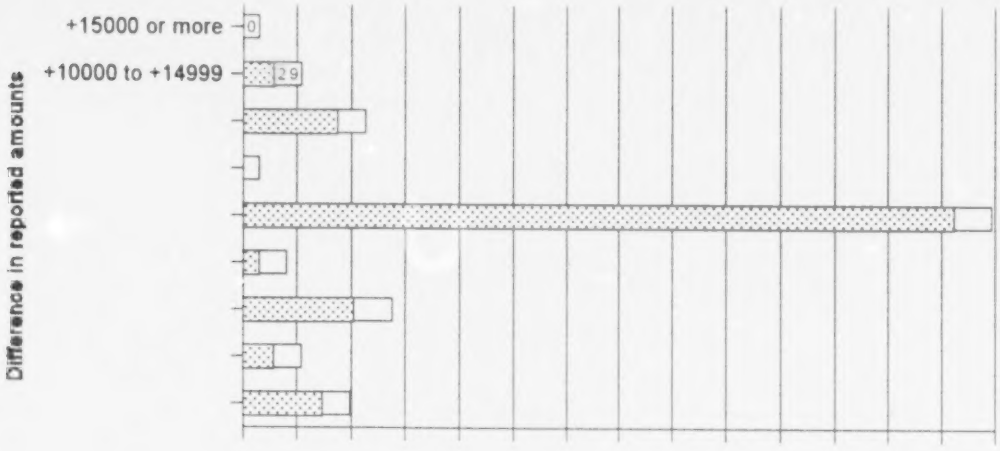
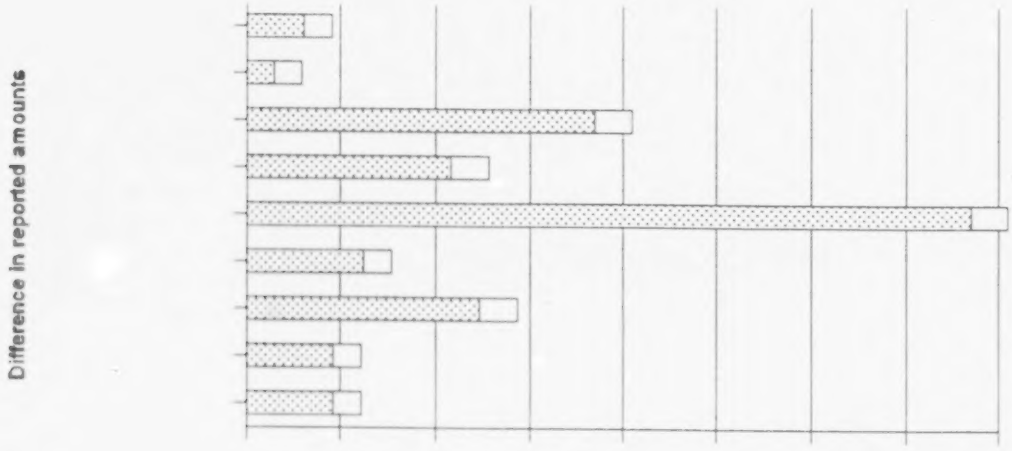


Figure 6.3--Differences in amount of total outstanding education debt (both undergraduate and graduate debt) (N=65)



APPENDIX A
Case Management System

Appendix A: Case Management System

NORC's Case Management System (CMS) is a new computer-assisted management and locating system. In a mixed-mode study such as B&B:93/97, which involves both CATI and CAPI questionnaire administration, and whose sample requires an intensive locating effort, the CMS serves several purposes. During the CATI production period, CMS is used to provide project staff with detailed data about each sample case and its current status as well as to guide and track all locating activities. In addition to these two functions, during the CAPI production period, the CMS is also used to enter and transmit all case and cost data from field interviewers and managers and to allow interviewers instant access into the CAI instrument. Finally, throughout the entire survey period, the CMS database can produce standard cost, production, and case status reports; moreover, it allows users to generate ad hoc reports through query language or more complex, project-specific reports through programming.

CATI production period. The Telephone Number Management System (TNMS) managed the sample during the telephone data collection period, and each night NORC used an overnight process to transfer information about the results of all attempted contacts, and current status of each case, from the TNMS to the CMS. (The CMS retained a cumulative history of all attempted case contacts throughout the entire survey period, thus allowing an analysis, or review, of all contacts attempted with each respondent, whether by locators, CATI interviewers, or CAPI interviewers.) Furthermore, whenever a respondent's telephone number was identified as being incorrect in the TNMS, the overnight process would flag this case in the CMS as one requiring the attention of a locator. (The first time this flag appeared, the case was sent to a credit bureau service to obtain updated information; subsequent occurrences were sent directly to a locating specialist). When a case was identified as one requiring locating, it was assigned to a locating team, and all information associated with the case was made available to that particular locating team via the CMS; at the same time, that case was no longer available in the TNMS to be sent to a CATI interviewer.

Locators used the CMS to inform, guide, and track their locating activities. Information available to the locators on the CMS included:

- all of the locating information that was gathered from the B&B sample members during previous interviews (i.e. parent and contact names, addresses, and phone numbers, as well as the respondent's name(s), address(es), phone number(s), social security number, driver's license number and issuing state, baccalaureate-granting institution, and, if relevant, graduate school attended);

- a record, and results, of all previous attempts at locating or contacting the respondent during the current interview period (since the CMS contained both TNMS and CMS call record results and comments) as well as any updated address and phone numbers obtained

The call records are also where the locators recorded the results, and dates, of all of their own locating activities. The screen would automatically fill selected fields with the respondent information related to the case they were working and the date and time, and it would also identify the contact type as originating in the locating center. It would then require the locators to indicate the resource they were using (e.g. parent, contact, Transunion, alumni association, military locating service, graduate school, department of motor vehicles). These resources were displayed in the order in which they were

to be used, and consequently they guided the locators as they identified the next appropriate step to take in the locating process if the current resource usage had proven unsuccessful.

Next, locators were prompted to indicate an outcome code for the resource usage (e.g. no answer; refusal by contact; informant to call; locating resource gave new lead; locating resource in process--for inquiries that involved submitting inquiries that required waiting for responses from the contacted institutions; respondent found-send to CATI; locating problem--indicating this particular resource was a dead-end and the next locating resource should be used). The locators were then to enter into a comments box a more complete description of the nature of their usage and result.

When the outcome code for "respondent found-send to CATI" was entered, the overnight batch process would make this case again available in the TNMS to CATI interviewers and, subsequently, it would no longer appear on the locators' CMS screens. Following is a brief description of the four CMS screens, and their functions, which locators used in the B&B:93/97 field test.

- Listing View — listed identification numbers, respondent names, last case dispositions, and date on which that disposition was set, of all cases assigned to the locating team enabling team members to find and sort cases by age, disposition, or both in order to identify the next appropriate case to work or next appropriate locating step to take for a particular case
- Calls — listed the types and results of all attempted interviewing and locating contacts for a case to identify a locator's next appropriate activities for that case; recorded all the locating activities the locator engaged in for that case as well as tracked its current status for management
- Person/Address — listed all addresses and phone numbers associated with the respondent, the respondent's parents, and the respondent's contacts; recorded all new contacts, or updated addresses and phone numbers, acquired through the locating process
- Appointments — listed and recorded all appointments and call-backs set with either informants or respondents; allowed appropriate scheduling of daily locating activities

CAPI production period. At the end of the CATI production period, NORC loaded into laptop computers the information contained in the CMS for all of the remaining cases that were to be fielded. These computers contained a version of the CMS which not only allowed access to the screens the locators used, described above, but also allowed access to the Cost Records Screen, which in turn allowed daily entry of cost data, and to the Transferable Cases Available screen, which allowed the transfer or receipt of selected cases. Both of these screens are options within the CMS. This version of the CMS was also linked to the questionnaire, allowing interviewers immediate access to the interview instrument.

The district field manager received information for, and access to, all of the remaining sample cases. The four field managers (including the phone center supervisor who took on the role of field manager for the phone center case-management experiment group), received information for, and access to, those cases assigned to the interviewers under their management. The interviewers received

information for, and access to, only those cases assigned to them. Again, the CMS retained a cumulative history of all attempted case contacts throughout the entire survey period, thus allowing review of all contacts attempted with each respondent, whether by locators, CATI interviewers, or CAPI interviewers. This history greatly assisted the field interviewers and managers as they worked together to formulate a plan of attack for each of the remaining problem cases. The CMS also indicated the sample type, i.e. locating problem, refusal assigned to phone center case-management experiment group, max call assigned to phone center case-management group, refusal assigned to field interviewers, max calls assigned to field interviewers.

Field interviews using the CMS used the same process locators used to record activities and results associated with each case. However, whenever a contact resulted in the completion of an interview with a respondent, the CMS would automatically assign a final disposition to that case indicating that a CAPI interviewer had completed it.

Each night, interviewers transmitted all completed CAPI cases and all updated CMS data, including cost reports, to NORC's central office in Chicago. Therefore, the central office CMS database reflected the current status of all cases within 24 hours. This timeliness was reflected in the reports generated from the CMS database which kept project management and the COTR informed about overall survey progress, as well as the status of individual cases.

Evaluation and future development. Compared to the system locators used for B&B:93/94, the CMS received enthusiastic praise. However, there remained some frustration regarding the need, and time it took, to use several different screens to access data, record activities, and update address and phone number information for a single case. NORC is resolving this problem by developing a faster system and database, which requires locators to use only one or two screens for most activities. It will enable quicker linkages between screens and include the automatic fill of additional data items.

Another important new CMS feature is integrated World Wide Web access. Using the same "point and click" interface of commercial World Wide Web browsers, locators can access Internet sites that may be able to provide updated addresses and phone numbers for B&B sample members.

APPENDIX B
1993/1994 Technical Review Panel Members

Appendix B. 1993/1994 Technical Review Panel Members

Non-federal members	Federal members
Professor Ken Feldman SUNY at Stonybrook	Dr. Cliff Adelman Mr. David Bergeron Mr. Daniel Goldenberg
Professor Zelda Gamson University of Massachusetts	Ms. Maureen McLaughlin Ms. Blanca Rosa Rodriguez U.S. Department of Education
Dr. Janet Hansen National Academy of Sciences	Dr. Nabeel Alsalam Mr. Larry Bobbitt
Dr. Barbara Hetrick Maryland Independent College and University Association	Mr. Bob Burton Dr. C. Dennis Carroll Dr. Jeanne E. Griffith Mr. Jim Houser
Dr. Larry Litten Consortium of Financing Higher Education	Ms. Meredith Ludwig Dr. Andrew Malizio Ms. Edith McArthur
Professor Richard Murnane Harvard Graduate School of Education	Dr. John Ralph Dr. Mary Rollefson ED/NCES
Professor Kevin Murphy University of Chicago Graduate School of Business	Dr. Sharon Bobbitt ED/OERI
Dr. Peter Syverson Council of Graduate Schools	Mr. Daniel Chenoc Ms. Pat Smith OMB
Dr. Dawn Terkla Tufts University	Dr. Mary Golladay SBE/SRS

APPENDIX C
Field Test Instrument

VARNAME: HSMONTH	VARLABEL: EP_Month of high school graduation	RANGE:	1,12
AQ NUM: 1	QTEXT: Edited preload: high school graduation month. See HSGRAD.	SKIP:	
	VALUES:	CHECK:	

VARNAME: HSYEAR	VARLABEL: EP_Year of high school graduation	RANGE:	10,99
AQ NUM: 2	QTEXT: Edited preload: high school graduation year. See HSGRAD	SKIP:	
	VALUES:	CHECK:	

VARNAME: MBCOLL	VARLABEL: EP_Month began college	RANGE:	1,12
AQ NUM: 3	QTEXT: Edited preload: month began college. See DBEGANCO	SKIP:	
	VALUES:	CHECK:	

VARNAME: YBCOLL	VARLABEL: EP_Year began college	RANGE:	10,99
AQ NUM: 4	QTEXT: Edited preload: year began college. See DBEGANCO	SKIP:	
	VALUES:	CHECK:	

VARNAME: MBARECVD	VARLABEL: EP_Month received bachelors degree	RANGE:	1,12
AQ NUM: 7	QTEXT: Edited preload: Month received BA degree. See DRECVDBA	SKIP:	
	VALUES:	CHECK:	

VARNAME: YBARECVD	VARLABEL: EP_Year received bachelors degree	RANGE:	10,99
AQ NUM: 8	QTEXT: Edited preload: Year received BA degree. See DRECVDBA	SKIP:	
	VALUES:	CHECK:	

VARNAME: OTHDEGFL VARLABEL: P_Other degree flag RANGE: .
AQ NUM: 11 QTEXT: Flag indicating if data on other degrees is present SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: OTHSCHFL VARLABEL: P_Other school flag RANGE: .
AQ NUM: 12 QTEXT: Flag indicating if data on other schools attended is present. SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: GRADAPFL VARLABEL: P_Flag for grad applications RANGE: .
AQ NUM: 13 QTEXT: Preload: flag indicating whether generic graduate application data are present. SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: MAPPLGRD VARLABEL: EP_Month applied to graduate school RANGE: 1,12
AQ NUM: 14 QTEXT: Edited preload: Month Applied for Graduate School SKIP:

VALUES: CHECK:

VARNAME: YAPPLGRD VARLABEL: EP_Year applied to graduate school RANGE: 10,99
AQ NUM: 15 QTEXT: Edited preload: Year Applied for Graduate School SKIP:

VALUES: CHECK:

80

VARNAME: FSCHNAME VARLABEL: P_BB1 First choice school RANGE:
AQ NUM: 16 QTEXT: First choice school applied in BB SKIP:

81

VALUES: CHECK:

VARNAME: SSCHNAME VARLABEL: P_BB1 Second choice school RANGE:
AQ NAME: 17 QTEXT: Second choice school applied in BB1 SKIP:

VALUES: CHECK:

VARNAME: OLDINVMM VARLABEL: P_Month of B&B1 interview RANGE: 1,12
AQ NUM: 18 QTEXT: Preload: Month of B&B1 interview SKIP:

VALUES: CHECK:

VARNAME: OLDINVYY VARLABEL: P_B&B1 interview year RANGE: 10,99
AQ NUM: 19 QTEXT: Preload: Year of B&B1 interview SKIP:

VALUES: CHECK:

VARNAME: GRDPRGFL VARLABEL: P_Flag for grad school program RANGE: .
AQ NUM: 21 QTEXT: Preload: Flag indicating if R was enrolled in grad program in BB SKIP:

VALUES: 1 Yes CHECK:
2 No

VARNAME: GREFLAG VARLABEL: P_Flag for GRE data RANGE: .
AQ NUM: 22 QTEXT: Preload: Flag to indicate if GRE score present SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: GRDEXMFL VARLABEL: P_Flag for other graduate exams RANGE: .
AQ NUM: 23 QTEXT: Preload: flag for other graduate admissions or professional exams SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: STEXAMFL VARLABEL: P_Flag for any state exams taken RANGE: ,
AQ NUM: 25 QTEXT: Preload: flag indicating if data on other state professional exams present SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: RDOBMM VARLABEL: EP_Birthmonth RANGE: 1,12
AQ NUM: 27 QTEXT: Edited preload: Month of Birth SKIP:

VALUES: CHECK:

VARNAME: RDOBDD VARLABEL: EP_Birthday RANGE: 1,31
AQ NUM: 28 QTEXT: Edited preload: Day of Birth SKIP:

VALUES: CHECK:

VARNAME: RDOBYY VARLABEL: EP_Birthyear RANGE: 10,99
AQ NUM: 29 QTEXT: Edited preload: Year of Birth SKIP:

VALUES: CHECK:

VARNAME: RSEX VARLABEL: EP_Gender RANGE: ,
AQ NUM: 30 QTEXT: Edited preload: Gender SKIP:

VALUES: 1 Male CHECK:
2 Female

VARNAME: RCITIZ VARLABEL: P_U.S. CITIZENSHIP RANGE: ,
AQ NUM: 31 QTEXT: Preload: Flag indicating if citizenship is known SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: WHENCIT VARLABEL: P_Flag for citizenship date RANGE: ,
AQ NUM: 32 QTEXT: Preload: Flag indicating if U.S. citizenship date is known SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: RRACE VARLABEL: P_RESPONDENT RACE RANGE: ,
AQ NUM: 33 QTEXT: Preload: Race SKIP:

VALUES: 1 White CHECK:
2 Black
3 American Indian/Alaskan Native
4 Asian or Pacific Islander
5 Other

VARNAME: RHISPOR VARLABEL: P_IS RESPONDENT HISPANIC RANGE: ,
AQ NUM: 34 QTEXT: Preload: Hispanic ethnicity SKIP:

VALUES: 0 No Hispanic ethnicity CHECK:
1 Mexican, Mexican-American, or Chicano descent
2 Cuban descent
3 Puerto Rican descent
4 Some other Hispanic descent

VARNAME: RASIAN VARLABEL: P_FLAG FOR ASIAN RESPONDENT RANGE: ,
AQ NUM: 35 QTEXT: Preload: Flag if Asian ethnicity is known SKIP:

VALUES: 01 Chinese CHECK:
02 Filipino
03 Hawaiian
04 Japanese
05 Korean
06 Vietnamese

07 Asian Indian
08 Samoan
09 Guamanian
10 Other Asian or Pacific Islander

VARNAME: FEDLEVL VARLABEL: EP_FATHER LEVEL OF EDUCATION RANGE:
AQ NUM 37 QTEXT: Edited preload: Fathers level of education SKIP:

VALUES: 01 Less than high school CHECK:
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree
09 2 or more years of college
10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree
14 Doctorate (PhD, EdD)

VARNAME: MEDLEVL VARLABEL: EP_MOTHER LEVEL OF EDUCATION RANGE:
AQ NUM 38 QTEXT: Edited preload: Mothers level of education SKIP:

VALUES: 01 Less than high school CHECK:
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree
09 2 or more years of college

10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree
14 Doctorate (PhD, EdD)

VARNAME: FATHBTH VARLABEL: P_FATHER BORN IN UNITED STATES RANGE: .
AQ NUM: 39 QTEXT: Preload: Flag for father born in United States SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: MOTHBTH VARLABEL: P_MOTHER BORN IN UNITED STATES RANGE: .
AQ NUM: 40 QTEXT: Preload: Flag for mother born in United States SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: RCHILDRN VARLABEL: P_Does respondent have children? RANGE: 0 ,15
AQ NUM: 41 QTEXT: Preload: Number of children SKIP:

VALUES: CHECK:

VARNAME: RLANG VARLABEL: P_flag for R other languages RANGE: .
AQ NUM: 42 QTEXT: Preload: Flag indicating whether other languages known SKIP:

VALUES: 1 Data present CHECK:
2 Data absent

VARNAME: EDSPOUP VARLABEL: P_SPOUSE LEVEL OF EDUCATION RANGE: .
AQ NUM: 43 QTEXT: Spouse's/partner's level of education at the last interview SKIP:

VALUES: 01 Less than high school CHECK:
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree
09 2 or more years of college
10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree
14 Doctorate (PhD, EdD)

VARNAME: TOTUDEBT VARLABEL: P_TOTAL UNDERGRADUATE DEBT RANGE: 0,999999
AQ NUM: 44 QTEXT: Total amount borrowed for UNDERGRADUATE education SKIP:

VALUES: CHECK:

VARNAME: AFTERBA VARLABEL: P_ENROLLMENT IN SCHOOL AFTER BA RANGE: .
AQ NUM: 45 QTEXT: Flag to indicate if the respondent was enrolled in school after receiving a bachelor's degree. SKIP:
Use to update GRDDEBTN and questions following

VALUES: 1 Yes CHECK:
2 No

VARNAME: PBACFLAG
AQ NUM: 49
VARLABEL: P_Flag for post-bac status
QTEXT: This flag indicates whether or not R answered the post-baccalaureate section in BB.
RANGE: .
SKIP:
VALUES: 1 Data present
2 Data absent
CHECK:

VARNAME: RMARITST
AQ NUM: 52
VARLABEL: P_RESPONDENT MARRIAGE STATUS
QTEXT: Marriage Status
RANGE: .
SKIP:
VALUES: 1 Married
2 Separated
3 Divorced
4 Widowed
5 Living in a marriage-like relationship
6 Single, had never been married
CHECK:

VARNAME: CSTATE3
AQ NUM: 87
VARLABEL: P_Third state certified from 93
QTEXT: Preload third state certified from 93
RANGE: .
SKIP:
VALUES:
CHECK:

VARNAME: TEACH
AQ NUM: 89
VARLABEL: P_Ever taught, considered teach from 93
QTEXT: Flag indicating whether R ever trained or worked as a teacher or ever consider teaching
RANGE: .
SKIP:
VALUES: 1 Yes
2 No
CHECK:

VARNAME: CERTIFIE
AQ NUM: 90
VARLABEL: P_CERTIFIED TO TEACH? from 93
QTEXT: Flag indicating if R was certified to teach
RANGE: .
SKIP:
VALUES: 1 Yes
2 No
CHECK:

VARNAME: CSTATE1	VARLABEL: P_First state certified from 93	RANGE: ,
AQ NUM: 97	QTEXT: Preload first state certified	SKIP:
	VALUES:	CHECK:

VARNAME: CSTATE2	VARLABEL: P_Second state certified from 93	RANGE: ,
AQ NUM: 98	QTEXT: Preload second state certified	SKIP:
	VALUES:	CHECK:

VARNAME: CSTATE4	VARLABEL: P_Fourth state certified from 93	RANGE: ,
AQ NUM: 99	QTEXT: Preload fourth state certified	SKIP:
	VALUES:	CHECK:

VARNAME: CSTATE5	VARLABEL: P_Fifth state certified from 93	RANGE: ,
AQ NUM: 100	QTEXT: Preload fifth state certified	SKIP:
	VALUES:	CHECK:

VARNAME: NTJOBS	VARLABEL: P_ Num teaching jobs held since degree	RANGE: 0,40
AQ NUM: 101	QTEXT: Preload number of teaching jobs in BB	SKIP:
	VALUES:	CHECK:

VARNAME GRECNFRM VARLABEL Taken the GRE RANGE ,
AQ NUM 106 QTEXT ~IF ^GREFLAG (1) SKIP To EXAMVR if 2, DK, RF
Have you taken the Graduate Record Exam (GRE) since ^OLDDATE?
~ELSE
Have you ever taken the regular Graduate Record Exam (GRE)?

VALUES 1 Yes CHECK
2 No

VARNAME GREMONTH VARLABEL GRE Month and Yr RANGE 1,12, 60,99
AQ NUM 107 QTEXT When did you last take the test? SKIP
__/__

VALUES CHECK

VARNAME EXAMVR VARLABEL Other grad entrance exams taken RANGE ,
AQ NUM 113 QTEXT ~IF ^GRDEXMFL(1) SKIP To STPLIEX if 2, DK, RF
Have you taken any other graduate admissions exams since ^OLDDATE?
~ELSE
Have you taken any other graduate admissions exams?

VALUES 1 Yes CHECK
2 No

VARNAME ADGREMM VARLABEL Other grad exams taken RANGE 1,12; 60,99
AQ NUM 114 QTEXT What exams have you taken? (FOR EACH) When did you SKIP
last take that exam?

TEST	DATE
ADVANCED OR SUBJECT AREA GRE	__/__ 99
MILLER ANALOGIES TEST (MAT)	__/__
DENTAL APTITUDE TEST (DAT)	__/__

98

GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT) __/__
LAW SCHOOL ADMISSION (LSAT) __/__
MEDICAL COLLEGE ADMISSION TEST (MCAT) __/__
VETERINARY MEDICINE APTITUDE TEST (VMAT) __/__
NATIONAL LEAGUE OF NURSING GRADUATE NURSING EXAM __/__

VALUES CHECK:

VARNAME: STPLIEX VARLABEL: Any state professional exams taken RANGE:
AQ NUM: 130 QTEXT: ~IF ^STEXAMFL(2) SKIP: To FSTSCHL if 2, DK, RF
Have you taken any state or national professional licensing exams?
~ELSE
Have you taken any state or national professional licensing exams since ^OLDDATE?

VALUES: 1 Yes CHECK:
2 No

VARNAME: TCHEXMST VARLABEL: List of other state exams. RANGE: 1,12; 60,99
AQ NUM: 131 QTEXT: What exams did you take? ...in what state? ... when did you last take that test? (INTERVIEWER: ENTER STATE CODE, THEN MONTH AND YEAR) SKIP:

TEST	STATE	DATE
NATIONAL TEACHERS EXAM		__/__
STATE TEACHERS EXAM		__/__
STATE TEACHERS EXAM		__/__
CPA OR OTHER ACCOUNTING EXAM		__/__
STATE OR LOCAL REAL ESTATE EXAM		__/__
STATE BAR EXAM		__/__
STATE BAR EXAM		__/__
STATE PROFESSIONAL ENGINEERING EXAM		__/__

100

OTHER (OPEN COMMENT BOX) __/__

	VALUES:	CHECK:
VARNAME: FSTSCHL AQ NUM: 147	VARLABEL: Result of previous applications QTEXT: Now I'd like to ask you some questions about graduate or professional school. The last time we spoke with you, you had Applied to ^FSCHNAME. Were you accepted by ^FSCHNAME? -IF SSCHNAME NOT MISSING You had also applied to ^SSCHNAME. Were you accepted there?	RANGE: SKIP: This question if FSCHNAME is "0" or missing
	VALUES: 1 Yes 2 No	CHECK:
VARNAME: DIDAPPLY AQ NUM: 148 *	VARLABEL: Did apply to grad school QTEXT: Now I'd like to ask you a few questions about applications to graduate or professional school.. If ^GRADAPFL (2) Have you ever applied to graduate or professional school? If ^GRADAPFL (1) + ^YAPPLGRD (0) When we last spoke to you in ^OLDDATE, you had not applied since then to any graduate or professional schools. Have you applied If ^GRADAPFL(1) + ^YAPPLGRD (>0) + ^FSCHNAME (NOT "0") Have you applied to any additional graduate or professional schools since we last talked to you in ^OLDDATE? If ^GRADAPFL(1) + ^YAPPLGRD (>0) + ^FSCHNAME ("0") When we last spoke to you in ^OLDDATE, you had applied to graduate or professional school. Have you applied to any additional schools since then?	RANGE: , SKIP: To PBACHED if 2, DK, RF
	VALUES: 1 Yes 2 No	CHECK:

VARNAME: NUMAPP
AQ NUM: 149 *
VARLABEL: Number of grad schl applications
QTEXT: ~If ^GRADAPFL(1)
How many graduate or professional schools have you applied to? (since ^OLDDATE)
~ELSE
How many graduate or professional schools have you applied to since receiving your bachelor's degree?
VALUES:
RANGE: 1,70
SKIP:
CHECK:

VARNAME: ACCEPT
AQ NUM: 150
VARLABEL: Number of schools accepted
QTEXT: And at how many schools were you accepted?
VALUES:
RANGE: 0,70
SKIP:
CHECK:

VARNAME: RCNTAPPM
AQ NUM: 151 *
VARLABEL: Date of most recent application
QTEXT: When did you apply last? (What was the date of your most recent application?)
__/__
VALUES:
RANGE: 1,12; 60,99
SKIP:
CHECK:

VARNAME: WHENAPP
AQ NUM: 152
VARLABEL: Date applied to graduate school
QTEXT: When did you _first_ apply to graduate or professional school? (ENTER THE MONTH AND YEAR)
__/__
VALUES:
RANGE:
SKIP:
CHECK:

VARNAME: AIDAPP
AQ NUM: 154

VARLABEL: Applied for aid at grad school
QTEXT: Did you apply for financial aid at any of these schools?

RANGE: .
SKIP: To IPEDCAL2, if 1, RF, DK

VALUES: 1 Yes
2 No

CHECK:

VARNAME: WHNAID
AQ NUM: 155

VARLABEL: Reasons did not apply for aid
QTEXT: Why didn't you apply for financial aid?
(INTERVIEWER: DO NOT READ LIST. SELECT RESPONSE CATEGORY AND READ ALOUD TO RESPONDENT TO CONFIRM)
(CODE ALL THAT APPLY)

RANGE: .
SKIP:

VALUES: 01 Family or student could afford to pay
02 Not willing to go into debt
03 Family income too high
04 Grades/test scores too low to qualify
05 Too hard to apply for financial assistance
06 Did not wish to disclose financial situation
07 Ineligible since part-time student
08 No aid available
09 Missed deadline
10 Other (enter verbatim in comment box),c

CHECK:

VALUES:

VARNAME: IPEDCAL2
AQ NUM: 165 *

VARLABEL: Graduate school choice
QTEXT: IF ^NUMAPP(1)
What school did you apply to? What state is that in? In what city?
~ELSE
What is the (most recent/next most recent) graduate or professional school to which you applied? What state is that in? In what city?

RANGE: .
SKIP:

(PROBE: IF R APPLIED TO MANY SCHOOLS, GET INFORMATION ON THE TWO SCHOOLS THEY WOULD MOST LIKE TO ATTEND)

ITERS: 2 VALUES: CHECK:

VARNAME: GSPROG VARLABEL: Type of degree applied for RANGE: ,
AQ NUM: 166 QTEXT: What kind of degree did you apply for at ^GSNAME? SKIP:

ITERS: 2 VALUES: 01 Associate's degree CHECK:
02 Bachelor's degree
03 Post-baccalaureate certificate
04 Educational specialist
05 Master's degree (M.A., M.S., MBA)
06 First professional degree (M.D., J.D., D.D.S, O.D.)
07 Doctoral degree (PH.D., ED.D., D.P.H.)
08 Other certificate/license
09 Non-degree program
10 Dual degree program

VARNAME: GSACEP VARLABEL: Accepted for graduate study RANGE: ,
AQ NUM: 167 QTEXT: Were you accepted by ^GSNAME? SKIP: To PBACHED if 2, 3, DK, RF

ITERS: 2 VALUES: 1 Yes CHECK:
2 No
3 Haven't heard yet/don't know

VARNAME: GSAID VARLABEL: Offered financial aid RANGE: ,
AQ NUM: 168 QTEXT: Have you been awarded or offered financial assistance at ^GSNAME? SKIP:

ITERS: 2 VALUES: 1 Yes CHECK:
2 No

3 Haven't heard yet
4 Did not apply

VARNAME: PBACHED
AQ NUM: 170

VARLABEL: Post-bacc courses taken
QTEXT: ~If ^PBACFLAG (missing)
Now I'd like to ask about courses you've taken after receiving your bachelor's degree.
~ELSE
Now I'd like to ask you about courses you've taken since we last talked to you. Have you taken any courses, for credit, offered by a college, university, technical, or vocational school, since ^OLDDATE?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: To HIGHDEG if 2, DK, RF

CHECK:

VARNAME: NBASCHL
AQ NUM: 178

VARLABEL: Number of post BA schools attended.
QTEXT: How many different schools did you attend (since ^OLDDATE)?

VALUES:

RANGE: 1, 20
SKIP:

CHECK:

VARNAME: IPEDCAL3
AQ NUM: 184

VARLABEL: IPEDS Coding Call -Post BA Attended
QTEXT: ~IF NBASCHL(1)
What is the name and location of that school?
~ELSE
What is the name and location of the (first-fourth) school you attended?

ITERS: 4

VALUES:

RANGE: ,
SKIP:

CHECK:

VARNAME: PBY93
AQ NUM: 185
VARLABEL: Enrollment for 1993
QTEXT: Did you attend ^PBSCHL at anytime in 1993?
RANGE: ,
SKIP: To PBY94 if 2, DK, RF

ITERS: 4
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PBM93
AQ NUM: 186
VARLABEL: Enrollment for each month
QTEXT: What months did you attend ^PBSCHL in 1993?
(PROBE: Was enrollment full-time, half-time, or less than half-time?)
(ENTER A RESPONSE FOR EACH MONTH)
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
RANGE: ,
SKIP:

ITERS: 4
VALUES: 1 Full time
2 Half time
3 Less than half time
4 Not attending that month
CHECK: Can't all be "not attending"

VARNAME: PBY94
AQ NUM: 187

VARLABEL: Enrollment for 1994
QTEXT: Did you attend ^PBSCHL at anytime in 1994?

RANGE: ,
SKIP: To PBY95 if 2, RF, DK

ITERS: 4

VALUES: 1 Yes
2 No

CHECK:

VARNAME: PBM94
AQ NUM: 188

VARLABEL: Enrollment for each month
QTEXT: What months did you attend ^PBSCHL in 1994?
(PROBE: Was enrollment full-time, half-time, or less than half-time?)
(ENTER A RESPONSE FOR EACH MONTH)
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

RANGE: ,
SKIP:

ITERS: 4

VALUES: 1 Full Time
2 Half Time
3 Less than Half Time
4 Not attending that month

CHECK: Can't all be "not attending"

VARNAME: PBY95 VARLABEL: Enrollment for 1995 RANGE: ,
AQ NUM: 189 QTEXT: Did you attend ^PBSCHL at anytime in 1995? SKIP: To PBY96 if 2, DK, RF

ITERS: 4 VALUES: 1 Yes CHECK:
2 No

VARNAME: PBM95 VARLABEL: Enrollment for each month. RANGE: ,
AQ NUM: 190 QTEXT: What months did you attend ^PBSCHL in 1995? SKIP:
(PROBE: Was enrollment full-time, half-time, or less than half-time?)
(ENTER A RESPONSE FOR EACH MONTH)
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

ITERS: 4 VALUES: 1 Full time CHECK: Can't all be "not attending"
2 Half time
3 Less than half time
4 Not attending that month

VARNAME: PBY96
AQ NUM: 191
VARLABEL: Enrollment for 1996
QTEXT: Did you attend ^PBSCHL at anytime in 1996?
RANGE: ,
SKIP: To DEGREE if 2, DK, RF

ITERS: 4
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PBM96
AQ NUM: 192
VARLABEL: Enrollment for each month.
QTEXT: What months did you attend ^PBSCHL in 1996?
(PROBE: Was enrollment full-time, half-time, or less than half-time?)
(ENTER A RESPONSE FOR EACH MONTH)
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
RANGE: ,
SKIP:

ITERS: 4
VALUES: 1 Full time
2 Half time
3 Less than half time
4 Not attending that month
CHECK: Can't all be "Not attending"

VARNAME: DEGREE
AQ NUM: 203
VARLABEL: Awarded degree for post-BA
QTEXT: Did you receive a degree from ^PBSCHL?
RANGE: ,
SKIP: To PBPROG2 if 2, RF, DK and current enrollment

ITERS: 4
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PBPROG1
AQ NUM: 209
VARLABEL: Type of degree program
QTEXT: -If ^DEGREE(1)
What type of degree did you receive at ^PBSCHL?
-ELSE
What type of program were you enrolled in at ^PBSCHL?
(CHOOSE DUAL DEGREE PROGRAM IF R IS ENROLLED IN MORE THAN ONE PROGRAM)
RANGE: ,
SKIP: To MAJCOD4 if 1-7
To PPROB1 if 10

ITERS: 4
VALUES: 01 Associate's degree
02 Bachelor's degree
03 Post-baccalaureate certificate
04 Educational specialist
05 Master's degree
06 First professional degree
07 Doctoral degree
08 Other certificate/license
09 Nondegree program
10 Dual degree program
CHECK: Can't choose "nondegree" if received a degree.

VARNAME: PBLEVL
AQ NUM: 210
VARLABEL: LEVEL OF COURSES
QTEXT: What level were the courses you were taking at ^PBSCHL?
RANGE: ,
SKIP: To PBDEGRMM

ITERS: 4
VALUES: 1 Graduate
2 Undergraduate
3 Combined graduate/undergraduate
4 Other
CHECK:

VARNAME: PPROG1
AQ NUM: 211
VARLABEL: Dual degree-first prog type
QTEXT: ~If ^DEGREE(1)
What was the first degree you received from ^PBSCHL?
~ELSE
What was the first type of program you were enrolled at ^PBSCHL?
RANGE:
SKIP:

ITERS: 4
VALUES: 1 Associate's degree
2 Bachelor's degree
3 Post-baccalaureate certificate
4 Educational specialist
5 Master's degree
6 First professional degree
7 Doctoral degree
8 Other certificate/license
CHECK:

VARNAME: MAJCOD2
AQ NUM: 212
VARLABEL: Major Coding Call2-Post BA (DUAL PROG)
QTEXT: What was your major field of study in this program?
(INTERVIEWER: PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)
RANGE:
SKIP:

ITERS: 4
VALUES:
CHECK:

VARNAME: PPROG2
AQ NUM: 215
VARLABEL: Dual degree-2nd program type
QTEXT: ~If ^DEGREE(1)
What was the second degree you received from ^PBSCHL?
~ELSE
What was the second type of program you were enrolled at ^PBSCHL?
RANGE:
SKIP:

ITERS: 4
VALUES: 1 Associate's degree
2 Bachelor's degree
3 Post-baccalaureate certificate
CHECK:

4 Educational specialist
5 Master's degree
6 First professional degree
7 Doctoral degree
8 Other certificate/license

VARNAME: MAJCOD3 VARLABEL: Major Coding Call3-POST BA (DUAL PROG) RANGE:
AQ NUM 216 QTEXT: What was your major field of study in this program? SKIP: To PBDEGRMM
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY
ON THE NEXT SCREEN)

ITERS: 4 VALUES: CHECK:

VARNAME: MAJCOD4 VARLABEL: Major Coding Call4-Post BA RANGE:
AQ NUM 217 QTEXT: ~If ^DEGREE(1) SKIP:
What was your degree major (field of study)?
~ELSE
What was your major field of study at ^PBSCHL?
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY
ON THE NEXT SCREEN)

ITERS: 4 VALUES: CHECK:

VARNAME: PBDEGRMM VARLABEL: Date received degree RANGE: 1,12; 60/96
AQ NUM 218 QTEXT: When were you awarded the ^PBPROG1 by ^PBSCHL? SKIP: This question if
__/__ DEGREE=2, RF, DK

ITERS: 4 VALUES: CHECK:

VARNAME: PBPROG2 VARLABEL: Type of degree program RANGE:
AQ NUM 219 QTEXT: What type of program are you currently SKIP: To MAJCOD4 if 1-7
enrolled in at ^PBSCHL? To PPROG1 if 10
(CHOOSE DUAL DEGREE PROGRAM IF R IS ENROLLED IN

MORE THAN ONE PROGRAM)

ITERS: 4

VALUES: 1 Associate's degree
2 Bachelor's degree
3 Post-baccalaureate certificate
4 Educational specialist
5 Master's degree
6 First professional degree
7 Doctoral degree
8 Other certificate/license

CHECK:

VARNAME: PBLEVL
AQ NUM: 220

VARLABEL: LEVEL OF COURSES
QTEXT: What level are the courses you are taking at ^PBSCHL?

RANGE:
SKIP: To PBSTATUS

CHECK:

ITERS: 4

VALUES: 1 Graduate
2 Undergraduate
3 Combined Graduate/Undergraduate
4 Other

VARNAME: PPROG1
AQ NUM: 221

VARLABEL: Dual degree-first prog type
QTEXT: What is the first type of program you are enrolled in at ^PBSCHL?

RANGE:
SKIP:

CHECK:

ITERS: 4

VALUES: 1 Associate's degree
2 Bachelor's degree
3 Post-baccalaureate certificate
4 Educational specialist
5 Master's degree
6 First professional degree
7 Doctoral degree
8 Other certificate/license

VARNAME: MAJCOD2 VARLABEL: Major Coding Call2-Post BA (DUAL PROG) RANGE:
AQ NUM: 222 QTEXT: What is your major field of study in this program? SKIP:
(INTERVIEWER: PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

ITERS: 4 VALUES: CHECK:

VARNAME: PPROG2 VARLABEL: Dual degree-2nd program type RANGE:
AQ NUM: 223 QTEXT: What is the second type of program you are enrolled in at ^PBSCHL? SKIP:

ITERS: 4 VALUES: 1 Associate's degree CHECK:
2 Bachelor's degree
3 Post-baccalaureate certificate
4 Educational specialist
5 Master's degree
6 First professional degree
7 Doctoral degree
8 Other certificate/license

VARNAME: MAJCOD3 VARLABEL: Major Coding Call3-POST BA (DUAL PROG) RANGE:
AQ NUM: 224 QTEXT: What is your major field of study in this program? SKIP: To PBSTATUS
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

ITERS: 4 VALUES: CHECK:

VARNAME: MAJCOD4 VARLABEL: Major Coding Call4-Post BA RANGE:
AQ NUM: 225 QTEXT: What is your major field of study at ^PBSCHL? SKIP:
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

ITERS: 4 VALUES: CHECK:

VARNAME: PBSTATUS
AQ NUM: 227

VARLABEL: Current program status-first prof
QTEXT: In what year of your professional program (are/were) you when you stopped attending ^PBSCHOOL?

RANGE: ,
SKIP: This question if degree received or never enrolled in graduate program.

ITERS: 4

VALUES: 1 First year
2 Second year
3 Third year
4 Fourth year
5 Above fourth year

CHECK:

VARNAME: PBCOURSE
AQ NUM: 228

VARLABEL: Post bac program status-grad
QTEXT: How far along are you in your graduate program/were you in your graduate program when you last attended ^PBSCHOOL?
Courses
Qualifying/preliminary exams
Final thesis or dissertation

RANGE: ,
SKIP: This question if degree received or never enrolled in graduate program.

ITERS: 4

VALUES: 1 Haven't started
2 Working on
3 Completed
4 Not required

CHECK:

VARNAME: PBCOMPMM
AQ NUM: 229

VARLABEL: Planned completion date-month
QTEXT: When do you expect to receive your ^PBPROG?
__/__

RANGE: 1,12; 60/99
SKIP: This question if not currently enrolled.

ITERS: 4

VALUES:

CHECK:

VARNAME: PBRESI
AQ NUM: 231
VARLABEL: Residence while in school
QTEXT: While enrolled at ^PBSCHL (do/did) you live primarily:
RANGE: ,
SKIP: This question if never enrolled in graduate program

ITERS: 4
VALUES: 1 In school-owned housing
2 Off campus in a private apartment or house
3 With parents or guardians
4 With relatives other than parents, guardians, spouse, or children
5 or in some other situation
CHECK:

VARNAME: PBAID
AQ NUM: 232
VARLABEL: Aid received July l, 1993 to June 30, 19
QTEXT: Now thinking about your enrollment at ^PBSCHL from July 1, 199x to June 30, 199x. During this period (do/did) you receive anyfinancial assistance other than family assistance?
RANGE: ,
SKIP: This question if never enrolled in graduate program.
To PBTUIT if 2, RF, DK

ITERS: 4
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PAIDAM
AQ NUM: 233
VARLABEL: Amount of aid received
QTEXT: How much (do/did) you receive while attending ^PBSCHL during this period?
RANGE: 1,99999
SKIP: This question if never enrolled in graduate program.

ITERS: 4
VALUES:
CHECK:

VARNAME: PAID
AQ NUM: 234
VARLABEL: Type of aid received for post-baccalaureate
QTEXT: What types of non-family assistance (do/did) you receive while enrolled in ^PBSCHL?
(CODE ALL THAT APPLY)
RANGE: ,
SKIP: This question if never enrolled in graduate program.

ITERS: 4
VALUES: 1 Free or reduced tuition; Tuition waiver
2 Scholarship, fellowship, grant
CHECK:

3 Teaching assistantships
4 Research assistantships
5 Loans
6 Employee education benefits
7 Work study
8 Other (specify in comment box).C

VARNAME: PBTUIT
AQ NUM: 235

VARLABEL: Tuition and fees at post baccalaureate s
QTEXT: How much are/were your total tuition and fees **prior** to any discounts or waivers at ^PBSCHL?

RANGE: 1,99999
SKIP: This question if never enrolled in graduate program

ITERS: 4

VALUES:

CHECK:

VARNAME: PWHY
AQ NUM: 239

VARLABEL: reasons for selecting grad school
QTEXT: Why did you select ^PBSCHL for graduate or professional study?
(CODE ALL THAT APPLY)

RANGE: ,
SKIP: This question if never enrolled in graduate program

ITERS: 4

VALUES: 01 Can finish program in short period of time
02 Obtained financial aid needed
03 Tuition and direct expenses were less
04 Other living costs were less
05 A particular professor teaches there
06 Friends/family attend(ed)/ recommend(ed) this school
07 Can work while attending
08 Can live at home while attending
09 School is located where I want to settle
10 School is close to home or work
11 I like the surrounding community
12 School/faculty has a good reputation
13 Offered the course of study I wanted
14 They accepted me
15 I attended the school as an undergraduate

CHECK:

16 Other (Enter verbatim in comment box),C

VARNAME: PBADED
AQ NUM: 240
VARLABEL: Reason for additional education
QTEXT: Did you enroll in ^PBSCHL because you needed additional education
RANGE:
SKIP: This question if never enrolled in graduate program

ITERS: 4
VALUES: 1 To begin a career in your field
2 To continue or advance in your current field
3 Personal interest
4 Or did you enroll for other reasons
CHECK:

VARNAME: ATNDTIME
AQ NUM: 241
VARLABEL: Time of attendance
QTEXT: When (do/did) you usually attend classes at ^PBSCHL?
RANGE:
SKIP: This question if never enrolled in graduate program

ITERS: 4
VALUES: 1 Weekdays
2 Weeknights
3 Weekends
CHECK:

VARNAME: HIGHDEG
AQ NUM: 243
VARLABEL: HIGHEST DEGREE EXPECTED
QTEXT: Now, thinking about the future, what is the highest degree you expect to receive?
RANGE:
SKIP: To INTERNSH if 1, RF, DK

ITERS: 4
Values: 1 Bachelor's degree
2 Post-baccalaureate certificate
3 Educational specialist
4 Master's degree (MA, MS, MBA, ETC.)
5 First professional degree (M.D., J.D., D.D.S., O.D.)
6 Doctoral degree (PH.D, ED.D, D.P.H., ETC.)
7 Other (specify on the next screen)
CHECK: Can't choose undergraduate degree if already received grad degree

---

VARNAME: ENROLEXP
AQ NUM: 244
VARLABEL: Enrollment plans 3 years later
QTEXT: Three years from now, do you plan to be enrolled in school
RANGE:
SKIP: To INTENSH if 2, 3,

working on that degree? 4, DK, RF

VALUES: 1 Yes
2 No
3 Will have completed degree
4 Already received highest degree

CHECK:

VARNAME: ERLEXP2F
AQ NUM: 245

VARLABEL: Major code call 5-area expect to study
QTEXT: What do you expect to be studying?
(PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

RANGE: ,
SKIP:

VALUES:

CHECK:

VARNAME: INTERNSH
AQ NUM: 248

VARLABEL: Participation in internships
QTEXT: We'd like to know about the internship experience of college graduates.
Have you participated in any paid or unpaid internships since receiving your bachelor's degree at ^SAMPSCHL^?
(If NO, ENTER "0". If YES, ASK:)
How many separate internships have you held?

RANGE: 0, 20
SKIP: To TEACHEV if 0, DK, RF

VALUES:

CHECK:

VARNAME: INTRNTIM
AQ NUM: 251

VARLABEL: Internship status
QTEXT: Please tell me about the ^NUMBER one...Was it full-time or part-time?

RANGE: ,
SKIP:

ITERS: 5

VALUES: 1 Full-time
2 Part-time

CHECK:

VARNAME: INTRNPD
AQ NUM: 252

VARLABEL: Internship paid or unpaid
QTEXT: And was it a paid or unpaid internship?

RANGE: ,
SKIP:

ITERS: 5

VALUES: 1 Paid

CHECK: 139

2 Unpaid

VARNAME: INTRNDUR VARLABEL: Duration of internship RANGE: 1 , 100
AQ NUM: 253 QTEXT: How many months did you have this internship? SKIP:

ITERS: 5 VALUES: CHECK:

VARNAME: INTRFLD VARLABEL: Field of internship-coding program CHECK:
AQ NUM: 254 QTEXT: What field was this internship in? SKIP:
(INTERVIEWER, CODE FIELD ON NEXT SCREEN)

ITERS: 5 VALUES: CHECK:

VARNAME: INTRNLED VARLABEL: Result of internship RANGE: ,
AQ NUM: 257 QTEXT: Did the internship lead to a paid job or to graduate or professional study in that field? SKIP:

ITERS: 5 VALUES: 1 Neither a paid job nor graduate study CHECK:
2 Led to a paid job in the field
3 Led to graduate or professional study in the field
4 Led to both graduate study and a paid job in the field
5 Offered a job but turned it down

VARNAME: TEACHEV
AQ NUM: 259

VARLABEL: EVER TAUGHT
QTEXT: Have you ever worked as a teacher at the preschool, grade school, or high school level?

VALUES: 1 Yes
2 No

RANGE:
SKIP: This question if TEACH=1.
To CERTNOW if 1.

CHECK:

VARNAME: TCHTRNEV
AQ NUM: 260

VARLABEL: Ever trained as teacher
QTEXT: Have you ever trained as a teacher at the preschool, grade school, or high school level?

VALUES: 1 Yes
2 No

RANGE:
SKIP: This question if TEACH=1.
To TCHCONEV if 2, RF, DK

CHECK:

VARNAME: LEVELTRN
AQ NUM: 261

VARLABEL: Level trained to teach
QTEXT: What level(s) did you train to teach? (CODE ALL THAT APPLY)

VALUES: 01 Prekindergarten
02 Kindergarten
03 Lower elementary/primary
04 General elementary
05 Middle school/junior high
06 High school

RANGE:
SKIP:

CHECK:

VARNAME: TCHCONEV VARLABEL: Ever considered teaching? RANGE: ,
AQ NUM: 262 QTEXT: Have you ever considered teaching at the preschool, grade school or high school level? SKIP: This question if TEACH=1. To CHANGJOB if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: LEVELCON VARLABEL: Level considered teaching RANGE: ,
AQ NUM: 263 QTEXT: What level(s) did you consider teaching? (CODE ALL THAT APPLY) SKIP:

VALUES: 01 Prekindergarten CHECK:
02 Kindergarten
03 Lower elementary/primary
04 General elementary
05 Middle school/junior high
06 High school

VARNAME: CERTNOW VARLABEL: Currently certified to teach? RANGE: ,
AQ NUM: 264 QTEXT: Are you currently certified or licensed by any state to teach? SKIP: This question if CERTIFIE=1. To OTHRCERT if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: CERT1STM
AQ NUM: 265
VARLABEL: When first certified?
QTEXT: When did you first become certified to teach?
__/__
VALUES:
RANGE: 1,12; 50,96
SKIP:
CHECK:

VARNAME: B4CERT
AQ NUM: 267
VARLABEL: Taught before certified?
QTEXT: Were you employed as a school teacher at any level full- or part-time prior to completing the certification requirements? (Include substitute teaching but do NOT include student teaching).
VALUES: 1 Yes
2 No
RANGE: ,
SKIP: To CERTVER if 2, RF, DK
CHECK:

VARNAME: B4BEGINM
AQ NUM: 268
VARLABEL: Start date
QTEXT: When did that teaching position begin? (IF R HAD MORE THAN ONE JOB BEFORE CERTIFICATION, ENTER MONTH AND YEAR OF FIRST JOB)
__/__
VALUES:
RANGE: 1,12; 50,96
SKIP:
CHECK: Teaching date must be before certification date.

VARNAME: B4ENDM
AQ NUM: 270
VARLABEL: End date
QTEXT: And when did it end? (CODE 96/96 IF STILL EMPLOYED AT THIS JOB)
__/__
VALUES:
RANGE: 1,12; 50,96
SKIP:
CHECK:

VARNAME: CERTVER
AQ NUM 273
VARLABEL: Verify '93 certification
QTEXT: First, I would like to update your certification status since we talked to you in ^OLDDATE. Last time you said you were certified in ^CSTATE1^ - ^CSTATE5^. Is this still correct?
RANGE:
SKIP: This question if CERTIFIE=2. To STCERT# if 2, RF, DK

VALUES: 1 Yes
2 No
CHECK:

VARNAME: CERTSCRN
AQ NUM 278
VARLABEL: Additional state certifications?
QTEXT: Since ^OLDDATE, have you been certified in any additional states?
RANGE:
SKIP: To APPLICAT if 2, RF, DK

VALUES: 1 Yes
2 No
CHECK:

VARNAME: STCERT#
AQ NUM 279
VARLABEL: States currently certified to teach
QTEXT: ~If ^CERTNOW(1) or CERTVER (2)
Which states are you currently certified in?
~If CERTSCRN (1)
Which additional states are you currently certified in?
RANGE:
SKIP:

VALUES:
CHECK:

VARNAME: CERTST
AQ NUM 282
VARLABEL: Highest certification state
QTEXT: In which state do you have your highest level of certification?
RANGE:
SKIP:

VALUES:
CHECK:

VARNAME: CERTMM
AQ NUM 283
VARLABEL: DATE CERTIFICATE ISSUED
QTEXT: When was that certificate first issued?
__/__
RANGE: 1,12, 50,96
SKIP:

VALUES:
CHECK:

VARNAME: CERTKIND
AQ NUM: 284

VARLABEL: KIND OF CERTIFICATE OR LICENSE
QTEXT: What kind of certificate or license do you currently hold in that state?

VALUES: 01 Regular/standard state certificate
02 Advanced professional certificate
03 Probationary certificate
04 Temporary certificate
05 Emergency certificate
08 Other (Specify in comment box),C

RANGE: ,
SKIP:

CHECK:

VARNAME: ALTCERT
AQ NUM: 285

VARLABEL: Alternative certification?
QTEXT: Are you certified through an alternative certification program?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: To OTHRCERT if 2, RF, DK

CHECK:

VARNAME: ALTCERT2
AQ NUM: 286

VARLABEL: Alternative certification type
QTEXT: What type of alternative certification did you complete? (ENTER VERBATIM)

VALUES:

RANGE: ,
SKIP:

CHECK:

VARNAME: OTHRCERT
AQ NUM: 287

VARLABEL: NON STATE CERTIFICATION
QTEXT: Do you have certification from other accrediting organizations (such as private schools)?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK:

VARNAME: LEVCERT
AQ NUM: 288

VARLABEL: Level certified
QTEXT: What level are you certified to teach?

RANGE: ,
SKIP: This question if CERTNOW=2, RF, DK

VALUES: 1 Prekindergarten
2 Kindergarten
3 Lower elementary/primary
4 Upper elementary
5 Middle school/junior high
6 High school

CHECK:

VARNAME: SUBCERT
AQ NUM: 289

VARLABEL: Special subject certificates
QTEXT: ~If ^LEVCERT (RF, DK)
Do you have any teaching certificates or special subject endorsements?
~ELSE
In addition to your ^LEVCERT certificate, do you have any other teaching certificates or special subject endorsements?

RANGE: ,
SKIP: To APPLICAT if 2, RF, DK

VALUES: 1 Yes
2 No

CHECK:

VARNAME: FLDCER
AQ NUM: 292

VARLABEL: FIELDS CERTIFIED IN
QTEXT: What subject fields are you currently certified in? (CODE ALL THAT APPLY)

RANGE: ,
SKIP:

VALUES: 01 General Elementary
02 Accounting
03 Agriculture
04 Business, Marketing
05 Health Occupations
06 Home Economics
07 Industrial Arts

CHECK:

08 Military Science
09 Technical
10 Trade and Industry
11 Other Vocational Education
12 Biology/Life Science
13 Chemistry
14 Geology/Earth Science/Space Science
15 Physics
16 Computer Science
17 Physical Science
18 Mathematics
19 General and all other science
20 Bilingual education
21 French
22 German
23 Latin
24 Russian
25 Spanish
26 Other foreign languages
27 Basic Skills and Remedial Education
28 Deaf and hard of hearing
29 Emotionally disturbed
30 Gifted
31 Mentally retarded
32 Mildly handicapped
33 Orthopedically handicapped
34 Severely handicapped
35 Specific learning disabilities
36 Speech/language impaired
37 Visually handicapped
38 Special Education, general
39 Other Special Education
40 English as a second language
41 English Language Arts
42 Journalism

43 Reading
44 American Indian/Native American Studies
45 Philosophy
46 Religion
47 Social Studies/Social Science
48 Art
49 Dance
50 Drama/Theater
51 Music
52 Physical Education
53 All others

VARNAME: BESTQUAL
AQ NUM: 293

VARLABEL: Field best qualified
QTEXT: And which of those fields are you best qualified to teach?

RANGE:
SKIP: This question if only one field chosen in FLDCER.

VALUES:

CHECK:

VARNAME: APPLICAT
AQ NUM: 295

VARLABEL: Number applications for teaching jobs
QTEXT: Since ^OLDDATE, how many applications for teaching positions have you submitted?

RANGE: 0, 300
SKIP: To OFFERS if >0

VALUES:

CHECK:

VARNAME: NEVAPP
AQ NUM: 297

VARLABEL: WHY NEVER APPLIED FOR TEACHING JOB
QTEXT: What are the reasons you did not apply for a teaching position? (CODE ALL THAT APPLY)

RANGE:
SKIP:

VALUES: 01 Not interested in teaching
02 Needed more education
03 Had coursework but not ready to apply
04 Jobs hard to get

CHECK:

05 Student teaching was discouraging
06 More money in other job offer
07 More prestige in other job offer
08 Wanted other occupation
09 Low pay
10 Poor teaching conditions
11 Already had teaching job
12 Haven't taken or couldn't pass the required test or not yet cert
13 Other (specify in comment box),C

VARNAME: OFFERS
AQ NUM: 298

VARLABEL: TEACHING JOB OFFERS
QTEXT: How many offers for teaching positions have you received?

RANGE: 0, 30
SKIP: This question if APPLICAT=0.

VALUES:

CHECK:

VARNAME: ACCOFFER
AQ NUM: 299

VARLABEL: OFFERS ACCEPTED
QTEXT: ~IF ^OFFERS(1)
Did you accept that offer?
~ELSE
Did you accept any of those offers?

RANGE: ,
SKIP: To TEACHING if 1

VALUES: 1 Yes
2 No

CHECK:

VARNAME: NOACPT
AQ NUM: 300

VARLABEL: WHY OFFER NOT ACCEPTED
QTEXT: Why didn't you accept a teaching position?
(CODE ALL THAT APPLY)

RANGE: ,
SKIP:

VALUES: 1 Received offer after another job was accepted
2 Pay was not adequate/received better offer
3 Job offer was too far away from home

CHECK:

4 Job offer was in a dangerous or difficult school
5 Offer was not in area for which qualified
6 Another job offered more interesting and challenging work
7 Other (specify in comment box),C

VARNAME: TEACHING
AQ NUM: 301 *

VARLABEL: Taught since 6/93

QTEXT: Have you worked as an elementary or secondary school teacher since ^OLDDATE? (DO NOT INCLUDE STUDENT TEACHING, CARCHNG if PRESCHOOL, PREKINDERGARTEN OR TUTOR JOBS) TEACHEV=2, RF,
(IF NO, CONFIRM: Have you worked as a substitute teacher or teacher's aide?)

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: This question through DK.
To NONTCHJB if 2, RF, DK

CHECK:

VARNAME: TJOBSUB#
AQ NUM: 302

VARLABEL: Number substitute teaching jobs

QTEXT: Have you had any substitute teaching jobs since ^OLDDATE?
(IF NO ENTER " 0"; IF YES:)
How many?

VALUES:

RANGE: 0, 20
SKIP: To TJOBAID# if 0, RF, DK

CHECK:

VARNAME: SUBTEMP
AQ NUM: 304

VARLABEL: Long or short-term?

QTEXT: ~IF TJOBSUB#(1)
Was/is this a long- or short-term substitute teaching position?
~ELSE
Was most of your substitute teaching time spent in a long- or short-term substitute teaching position?

VALUES: 1 Long-term
2 Short-term

RANGE: ,
SKIP:

CHECK:

VARNAME: SUBFTPT
AQ NUM: 305

VARLABEL: Full-time or part-time?
QTEXT: ~IF TJOBSUB#(1)
Was/is this a full-time or part-time substitute teaching job?
~ELSE
Was most of your time spent in a full-time or part-time substitute teaching position?

RANGE:
SKIP:

VALUES: 1 Full time
2 Part time

CHECK:

VARNAME: SUB2TCH
AQ NUM: 306

VARLABEL: Means to regular teaching job?
QTEXT: ~IF TJOBSUB#(1)
Did you accept this job as a means to gain entry into a regular teaching position?
~ELSE
Did you accept any (either) of these jobs as a means to gain entry into a regular teaching position?

RANGE:
SKIP:

VALUES: 1 Yes
2 No

CHECK:

VARNAME: SUBYRS#
AQ NUM: 307

VARLABEL: Number years sustitute taught
QTEXT: For how many years were you a substitute teacher?
(SINCE 1993)

RANGE:
SKIP:

VALUES: 1 Less than 1 year
2 1 year
3 2 years
4 3 years
5 4 years
6 5 years
7 More than 5 years

CHECK:

VARNAME: TJOBAID# VARLABEL: Number teacher's aid jobs RANGE: 0, 20
AQ NUM: 308 QTEXT: Have you had any teacher's aide jobs since ^OLDDATE? SKIP: To REGJOB if 0, RF, DK
(IF NO, ENTER "0"; IF YES:)
How many?

VALUES: CHECK:

VARNAME: AIDPAY VARLABEL: Paid or unpaid position RANGE: ,
AQ NUM: 309 QTEXT: ~IF ^TJOBAID#(1) SKIP:
Was/is this a paid or unpaid teacher's aide position?
~ELSE
Was most of your time as a teacher's aide spent in a paid or unpaid position?

VALUES: 1 Paid CHECK:
2 Unpaid

VARNAME: AIDFTPT VARLABEL: Full-or-part-time position RANGE: ,
AQ NUM: 310 QTEXT: ~IF TJOBAID#(1) SKIP:
Was/is this a full-time or part-time position?
~ELSE
Was most of your time spent in a full-time or part-time position?

VALUES: 1 Full time CHECK:
2 Part time

VARNAME: AID2TCH VARLABEL: To get regular teaching job? RANGE: ,
AQ NUM: 311 QTEXT: ~IF TJOBAID#(1) SKIP:
Did you accept this position in order to gain entry into a regular teaching position?
~ELSE
Did you accept either (any) of these positions as a way to gain entry into a regular teaching position?

VALUES: 1 Yes
2 No

CHECK:

VARNAME: AIDRS#
AQ NUM: 312

VARLABEL: Number years teacher aid?
QTEXT: How many years were you employed as a teacher's aide? (SINCE 1993)

RANGE:
SKIP:

VALUES: 1 Less than 1 year
2 1 year
3 2 years
4 3 years
5 4 years
6 5 years
7 More than 5 years

CHECK:

VARNAME: REGJOB
AQ NUM: 314 *

VARLABEL: Number of regular teaching jobs?
QTEXT: How many regular teaching positions have you had since ^OLDDATE?
(DO NOT INCLUDE SUBSTITUTE TEACHING, TEACHER'S AIDE POSITIONS, PRESCHOOL, STUDENT TEACHING, COLLEGE TEACHING)

RANGE: 0, 20
SKIP: To NONTCHJB if 0, RF, DK

VALUES:

CHECK: Can't answer "0" for REGJOB, TJOBAID#, and TJOBSUB# if answered yes for TEACHING.

ARNAME TCHSCHL VARLABEL ELSEC Coding Call RANGE
AQ NUM 315 * QTEXT ~If ^REGJOB SKIP
What is the name of that school and where is it located?
~ELSE
What is the name of the (first-fourth) school and where is it located?

ITERS 4 VALUES CHECK

VARNAME TSCTYPE VARLABEL School Taught Type-Expanded RANGE
AQ NUM 322 QTEXT What type of school is this? SKIP

ITERS 4 VALUES 1 Public operated by local school district CHECK
2 Public operated by state or federal agency
3 Private - Catholic
4 Private - other religiously affiliated
5 Private - not religiously affiliated

VARNAME TJOBBEGM VARLABEL Date job began RANGE 1,12, 50,96
AQ NUM 323 * QTEXT When did this teaching position begin? (ENTER MONTH AND YEAR) SKIP
__/__

ITERS 4 VALUES CHECK

VARNAME TJOBENDM VARLABEL Date job ended RANGE
AQ NUM 324 * QTEXT And when did it end? (CODE 96/96 IF STILL EMPLOYED AT THIS JOB) SKIP

ITERS 4 VALUES CHECK

VARNAME: INDUCT
AQ NUM: 325

VARLABEL: Teacher induction program?
QTEXT: Did you participate in a teacher induction program during your first year on this job?

RANGE:
SKIP: This question if NTJOBS>0

ITERS: 1

VALUES: 1 Yes
2 No

CHECK:

VARNAME: DISCIPLE
AQ NUM: 326

VARLABEL: HELPED NEW TEACHERS WITH
QTEXT: Do you agree or disagree that your school (is/was) effective in helping new teachers with:

Student discipline:
Instructional methods:
Curriculum:
Adjusting to school environment:

RANGE:
SKIP: This question if NTJOBS>0

ITERS: 1

VALUES: 1 Agree
2 Disagree

CHECK:

VARNAME: NAMSCRN
AQ NUM: 335 *

VARLABEL: School taught at
QTEXT: In (93-94/94-95/95-96), was your primary teaching job at

RANGE:
SKIP:

ITERS: Up to 3
(Each academic year depending on job dates)

VALUES: 1 ^ELNAME^(1)
2 ^ELNAME^(2)
3 ^ELNAME^(3)
4 ^ELNAME^(4)

CHECK:

VARNAME: GRADST
AQ NUM: 336

VARLABEL: GRADE TAUGHT MOST
QTEXT: What grade did you teach the most in (93-94/94-95/95-96) at ^NAMSCRN?

RANGE:
SKIP:

ITERS: Up to 3

VALUES: 02 Kindergarten
03 First grade
04 Second grade

CHECK:

05 Third grade
06 Fourth grade
07 Fifth grade
08 Sixth grade
09 Seventh grade
10 Eighth grade
11 Ninth grade
12 Tenth grade
13 Eleventh grade
14 Twelfth grade

VARNAME: NUMCLS
AQ NUM: 337
VARLABEL: NUMBER CLASSES/DAY
QTEXT: On average, how many classes (groups of students) did you teach per day? (ENTER ZERO, THE NUMBER, IF R TEACHES STUDENTS INDIVIDUALLY)
RANGE: 0, 20
SKIP:

ITERS: Up to 3
VALUES:
CHECK:

VARNAME: SIZECLS
AQ NUM: 338
VARLABEL: CLASS SIZE
QTEXT: ~If ^NUMCLS
Were you teaching students on an individual basis?
(IF NO, ENTER "0"; IF YES, ASK:)
What is the average number of students you teach per day?
~If ^NUMCLS
How many students were enrolled in that class?
~If ^NUMCLS
How many students were enrolled in the grade or class you taught the most?
RANGE: 0, 99
SKIP:

ITERS: Up to 3
VALUES:
CHECK:

VARNAME: FLDTCH37
AQ NUM: 339

VARLABEL: FIELDS TAUGHT
QTEXT: What fields or levels did you teach in (93-94/94-95/95-96) at ^NAMSCRN?
(CODE ALL THAT APPLY)

RANGE:
SKIP:

ITERS: Up to 3

CHECK:

VALUES: 01 General Elementary
02 Accounting
03 Agriculture
04 Business, Marketing
05 Health occupations
06 Home Economics
07 Industrial Arts
08 Military Science
09 Technical
10 Trade and Industry
11 Other Vocational Education
12 Biology/Life Science
13 Chemistry
14 Geology/Earth Science/Space Science
15 Physics
16 Computer Science
17 Physical Science
18 Mathematics
19 General and all other science
20 Bilingual Education
21 French
22 German
23 Latin
24 Russian
25 Spanish
26 Other foreign languages
27 Basic Skills and Remedial Education
28 Deaf and hard of hearing
29 Emotionally disturbed

30 Gifted
31 Mentally retarded
32 Mildly handicapped
33 Orthopedically handicapped
34 Severely handicapped
35 Specific learning disabilities
36 Speech/language impaired
37 Visually handicapped
38 Special Education, general
39 Other special education
40 English as a second language
41 English Language Arts
42 Journalism
43 Reading
44 American Indian/Native American Studies
45 Philosophy
46 Religion
47 Social Studies/Social Science
48 Art
49 Dance
50 Drama/Theater
51 Music
52 Physical Education
53 All others

VARNAME: PER_FLD VARLABEL: # PERIODS TAUGHT EACH FIELD RANGE: 1, 20
AQ NUM: 340 QTEXT: How many periods did you teach ^FLDTCH37? SKIP:

ITERS: Once for each field VALUES: CHECK:

VARNAME: NPREPFLD
AQ NUM: 343
VARLABEL: UNPREPARED TO TEACH?
QTEXT: In (93-94/94-95/95-96), (are/were) you teaching any field that you feel you (are/were) not adequately prepared to teach?
RANGE:
SKIP: To FULLPART if 2, RF, DK or if 1 & only one field chosen in FLDTCH37

ITERS: Up to 3
VALUES: 1 Yes
2 No
CHECK:

VARNAME: NOPREP36
AQ NUM: 344
VARLABEL: FIELD/S UNPREPARED FOR
QTEXT: What fields (are/were) you teaching that you feel you (are/were) not adequately prepared to teach?
RANGE:
SKIP:

ITERS: Up to 3
VALUES: 01 General Elementary
02 Accounting
03 Agriculture
04 Business, Marketing
05 Health occupations
06 Home Economics
07 Industrial Arts
08 Military Science
09 Technical
10 Trade and Industry
11 Other vocational education
12 Biology/Life science
13 Chemistry
14 Geology/Earth Science/Space Science
15 Physics
16 Computer Science
17 Physical Science
18 Mathematics
19 General and all other science
20 Bilingual Education
21 French
CHECK:

178

179

22 German
23 Latin
24 Russian
25 Spanish
26 Other foreign languages
27 Basic Skills and Remedial Education
28 Deaf and hard of hearing
29 Emotionally disturbed
30 Gifted
31 Mentally retarded
32 Mildly handicapped
33 Orthopedically handicapped
34 Severely handicapped
35 Specific learning disabilities
36 Speech/language impaired
37 Visually handicapped
38 Special Education, general
39 Other special education
40 English as a second language
41 English Language Arts
42 Journalism
43 Reading
44 American Indian/Native American Studies
45 Philosophy
46 Religion
47 Social Studies/Social Science
48 Art
49 Dance
50 Drama/Theater
51 Music
52 Physical Education
53 All others

VARNAME: FULLPART
AQ NUM: 347

VARLABEL: FULL/PART TIME JOB
QTEXT: In (93-94/94-95/95-96) did you work full-time or part-time at ^NAMSCRN?

RANGE:
SKIP: To ASSIGNME if 1, RF, DK

ITERS: Up to 3

VALUES: 1 Full-time
2 Part-time

CHECK:

VARNAME: FTPREFER
AQ NUM: 348

VARLABEL: PREFER FULL-TIME
QTEXT: Would you have preferred to teach full-time?

RANGE:
SKIP:

ITERS: Up to 3

VALUES: 1 Yes
2 No

CHECK:

VARNAME: SALARY
AQ NUM: 349

VARLABEL: ACADEMIC BASE YEAR SALARY
QTEXT: What was your academic base year salary in (current or most recent AY), not including extra pay for things like summer teaching, coaching, or extra-curricular activities?

RANGE:
SKIP:

VALUES:

CHECK:

VARNAME: ASSIGNME
AQ NUM: 350

VARLABEL: ASSIGNMENT DIFFICULTY
QTEXT: In (current or most recent AY), (is/was) the workload given to you by your school (the students or classes you (teach/taught)) more difficult than those of other teachers at your school?

RANGE:
SKIP:

VALUES: 1 Yes
2 No
3 Not sure

CHECK:

VARNAME: TDEVACT VARLABEL: PROFESSIONAL DEVELOPMENT ACTIVITIES RANGE:
AQ NUM: 354 QTEXT: At ^NAMSCRN, did you participate in: SKIP:

SCHOOL DISTRICT sponsored workshops or in-service programs
SCHOOL sponsored workshops or in-service programs
University extension or adult education courses
College courses in your subject field
Professional growth activities sponsored by professional associations
Committee to integrate academic skills into the vocational curriculums
Other curriculum committee
Committee on selecting textbooks or materials

VALUES: 1 Yes CHECK:
2 No

VARNAME: TDEVTOP VARLABEL: PROFESSIONAL DEVELOPMENT TOPICS RANGE:
AQ NUM: 355 * QTEXT: At ^NAMSCRN, did you participate in any in-service or professional development programs on: SKIP:

Uses of educational technology for instruction (e.g. use of computer; satellite learning)
Methods of teaching your subject field
In-depth study in your subject field
Student assessment (e.g. methods of testing, evaluation, performance assessment)
Cooperative learning in the classroom

VALUES: 1 Yes CHECK:
2 No

VARNAME: TDEVCHNG
AQ NUM: 356 *

VARLABEL: CHANGED TEACHING PRACTICES?
QTEXT: ~If ^TDEVTOP(1)
Did you change any of your teaching practices as a result of the program or course?
~ELSE
Did you change any of your teaching practices as a result of these programs or courses?

RANGE: ,
SKIP: To TDEVAID if 2, RF, DK

VALUES: 1 Yes
2 No

CHECK:

VARNAME: TDEVMOST
AQ NUM: 357 *

VARLABEL: PROGRAM CAUSING MOST CHANGE
QTEXT: Which program caused you to change your teaching practices the most?

RANGE: ,
SKIP:

VALUES: 1 Uses of educational technology for instruction
2 Methods of teaching your subject field
3 In-depth study in your subject field
4 Student assessment
5 Cooperative learning in the classroom

CHECK:

VARNAME: TDEVAID
AQ NUM: 358

VARLABEL: DEVELOPMENT AID RECEIVED
QTEXT: At ^NAMSCRN, what types of support did you receive for in-service education or professional development?
(READ EACH & CODE ALL THAT APPLY)

RANGE: ,
SKIP:

VALUES: 1 Released time from teaching
2 Scheduled time (i.e. time built into your schedule)
3 Travel and/or per diem expenses
4 Tuition and/or fees
5 Professional growth credits
6 None of the above

CHECK:

VARNAME: CARCHNG VARLABEL: CAREER CHANGE? RANGE:
AQ NUM: 359 QTEXT: If you could go back to your college days and start over again, would you become a teacher or not? SKIP:

VALUES: 1 Yes CHECK:
2 No
3 Not sure

VARNAME: NONTCHJB VARLABEL: HAD NON-TEACHING EDUCATION JOB RANGE:
AQ NUM: 360 QTEXT: Have you had any non-teaching but education related jobs? SKIP:

VALUES: 1 Principal CHECK:
2 Assistant principal
3 Curriculum coordinator
4 Department head
5 School psychologist/counselor
6 Coach
7 Other (SPECIFY IN THE NEXT SCREEN)
8 None

VARNAME: JOBCHNG VARLABEL: PLANS FOR NON-TEACHING EDUCATION JOB RANGE:
AQ NUM: 361 QTEXT: Do you have any plans to move into (or continue) an education-related but non-teaching job in the future, such as administration or counseling? SKIP:

VALUES: 1 Yes CHECK:
2 No

VARNAME: FALLTCH
AQ NUM: 362

VARLABEL: TEACHING NEXT FALL?
QTEXT: Will you be teaching next fall?

RANGE: .
SKIP: To CHANGJOB if 1 or 3

CHECK:

VALUES: 1 Yes
2 No
3 Hoping to but don't know

VARNAME: LEFTEACH
AQ NUM: 363

VARLABEL: WHY LEFT TEACHING
QTEXT: What is the primary reason you decided not to pursue teaching?

RANGE: .
SKIP:

CHECK:

VALUES: 01 Homemaker/care for children/ pregnancy
02 Dissatisfaction with students assigned to teach
03 Dissatisfaction with working conditions
04 Dissatisfaction with salary and benefits
05 Dissatisfaction with opportunity for professional growth
06 Dissatisfaction with co-workers
07 Wanted more challenging work
08 Wanted less demanding job (time and/or energy)
09 Moved or moving to a different location
10 Health reasons
11 Cannot find teaching job/laid off/cannot continue
12 Going back to school
13 To move into administration
14 Other

VARNAME: CHANGJOB VARLABEL: Job search filter RANGE: ,
AQ NUM: 364 QTEXT: We're interested in the job search strategies used by recent graduates to find employment.
Did you attempt to obtain a job or change jobs, as a result of getting your graduate or professional degree?
SKIP: This question through JOBEXPR if no graduate degree received.
To JOBEXPR if 2, RF, DK

VALUE: 1 Yes
2 No
CHECK:

VARNAME: JSERCH VARLABEL: Job search activities RANGE: ,
AQ NUM: 365 QTEXT: What did you do to try to find a job?
(CODE ALL THAT APPLY)
SKIP:

VALUES: 01 Sent out resumes/applications
02 Went to campus job placement office
03 Looked through want ads
04 Asked friends
05 Asked family
06 Asked professors
07 Attended recruiting fairs
08 Did volunteer work in the field
09 Looked at job boards in the unemployment office
10 Contacted headhunters, employment agencies or professional recruiters
11 Placed a want ad
12 Subscribed to trade/professional journals
13 Attended professional meetings
14 Nothing
15 Other (SPECIFY IN NEXT SCREEN)
CHECK:

VARNAME: JOBSINTV
AQ NUM: 367

VARLABEL: Number of jobs interviewed for
QTEXT: How many jobs did you interview for? (As a result of trying to obtain a new job upon the completion of your graduate or professional degree?)

VALUES:

RANGE: 0, 99
SKIP:

CHECK:

VARNAME: JOBSOFFR
AQ NUM: 368

VARLABEL: Number of offers
QTEXT: How many full-time job offers resulted from your job search efforts?

VALUES:

RANGE: 0, 99
SKIP:

CHECK:

VARNAME: JSERCHSM
AQ NUM: 369

VARLABEL: Month began job search
QTEXT: When did you begin this job search?
__/__

VALUES:

RANGE: 1, 12; 93, 96
SKIP:

CHECK:

VARNAME: JSERCHEM
AQ NUM: 370

VARLABEL: Month ended job search
QTEXT: When did you end this job search or are you still looking? SKIP (ENTER 96/96 IF R STILL LOOKING)
__/__

VALUES:

RANGE: 1, 12; 93, 96

CHECK:

VARNAME: JOBEXPR
AQ NUM: 373

VARLABEL: Relationship of prior work experience to
QTEXT: Other than internships required for your degree, did you have any work experience related to your degree field before graduating?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK:

VARNAME: EMPLOOP
AQ NUM: 375

VARLABEL: Employment status

QTEXT: Now I want to talk about your job history since ^OLDDATE.
~IF ELNAME not missing
You've told me about your jobs at (INSERT ELNAME(S) HERE).
Have you worked at any other jobs for pay since 1993?
~ELSE
Have you worked at any jobs for pay since ^OLDDATE?

VALUES: 1 Yes
2 No

RANGE:

SKIP: To EXBGJM if no teaching jobs and no other jobs. To JBORDER if only teaching jobs

CHECK:

VARNAME: JOBNUM
AQ NUM: 377

VARLABEL:

QTEXT: ~If ELNAME not missing
How many other jobs have you held since ^OLDDATE?
~ELSE
How many jobs have you held since ^OLDDATE?

VALUES:

RANGE: 1, 10

SKIP:

CHECK:

VARNAME: JBNAME
AQ NUM: 378

VARLABEL: Job name displayed

QTEXT: ~If ELNAME not missing
What is the name of that other employer/those other employers?
What is the name of that employer/those other employers?
(INTERVIEWER: PROBE: Have you worked for anyone else since graduation?)
ENTER THE NAME OF EACH JOB ON ONE LINE; IF R REFUSED TO GIVE THE NAME, ENTER EMPLOYER 1", "EMPLOYER 2", ETC.; PRESS ENTER AFTER EACH JOB TO GO TO NEXT LINE.

VALUES:

RANGE:

SKIP:

CHECK:

VARNAME: JBORDER
AQ NUM: 379

VARLABEL: IWER SORTS ALL SCHOOLS
QTEXT: Which of these jobs did you start first, (starting from ^OLDDATE)? (Which did you start second? ...third? ...etc.)
INTERVIEWER: TEACHING JOBS AND OTHER JOBS APPEAR BELOW, SORTED SEPARATELY. READ THIS LIST OF JOBS BACK TO RESPONDENT AND ASK THEM TO PUT ALL JOBS IN CHRONOLOGICAL ORDER. ENTER A "1" NEXT TO THE NAME OF THE FIRST JOB, A "2" NEXT TO THE NAME OF THE SECOND JOB, ETC.

RANGE:
SKIP:

VALUES:

CHECK:

VARNAME: JOBSTM
AQ NUM: 380

VARLABEL: Month job started
QTEXT: When did your job with ^JOBNAME start?
__/__

RANGE: 1, 12; 60, 96
SKIP: This question if teaching job.

ITERS: 10

VALUES:

CHECK:

VARNAME: JOBENM
AQ NUM: 381

VARLABEL: Month job ended
QTEXT: When did it end? (CODE 96/96 IF STILL EMPLOYED AT THIS JOB)

RANGE: 1, 12; 60, 96
SKIP: This question if teaching job.

ITERS: 10

VALUES:

CHECK:

VARNAME: JOBFPT
AQ NUM: 383

VARLABEL: intensity--full time or part-time
QTEXT: While working at ^JOBNAME, (are/were) you primarily employed full or part-time?

RANGE:
SKIP: This question if teaching job.
To WORKLK if 1

ITERS: 10

VALUES: 1 Full time
2 Part time

CHECK:

VARNAME: PREFER
AQ NUM: 384
VARLABEL: Preference for full-time employ
QTEXT: Would you have preferred to be employed full-time at ^JOBNAME?
RANGE:
SKIP:

ITERS: 10
VALUES: 1 Yes
2 No
CHECK:

VARNAME: WORKLK
AQ NUM: 387
VARLABEL:
QTEXT: Were you looking for work between (1993/PREVIOUS JOB END DATE) and (JOB START DATE/CURRENT DATE)?
RANGE:
SKIP: To UNEMRS if 2, RF, DK

ITERS: 10
VALUES: 1 Yes
2 No
CHECK:

VARNAME: UNEMPL
AQ NUM: 388
VARLABEL:
QTEXT: During this time, were you receiving unemployment benefits?
RANGE:
SKIP: To EXPBGJBM if WORKLK=1

ITERS: 10
VALUES: 1 Yes
2 No
CHECK:

VARNAME: UNEMRS
AQ NUM: 389
VARLABEL: main reason for not working
QTEXT: What was your main reason for not working, during this period? IF NECESSARY, PROBE FOR MAIN REASON
RANGE:
SKIP:

ITERS: 10
VALUES: 1 Waiting for new job to start
2 Going to school full time
3 Didn't want to work
4 Family responsibilities
5 Physically unable to work
6 Laid off
7 Retired
8 Travel
9 Other (SPECIFY IN COMMENTS)
CHECK:

VARNAME: EXPBGJBM
AQ NUM: 390

VARLABEL:
QTEXT: When do you expect to begin working at a _full-time_ job?
(IF NECESSARY: What is your best guess?)
INTERVIEWER: CODE 88/88 IF RESPONDENT SAYS "NEVER"
__/__

RANGE: .
SKIP: This question if R had at least one full-time job

VALUES:

CHECK:

VARNAME: AJOBEMP
AQ NUM: 391

VARLABEL: Pick-up main employer names
QTEXT: INTERVIEWER: IF ONLY ONE JOB IS LISTED BELOW, DO NOT ASK THIS QUESTION. PRESS "ENTER" WHEN WHEN THE JOB IS HIGHLIGHTED, THEN GO TO NEXT SCREEN AND CONFIRM.
-If April jobs
During April 1996, which of the following was your main employer?
-If current jobs (no April Jobs)
Currently, which of the following is the name of your main employer?
-If most recent jobs (no April, no current jobs)
Which of the following was your most recent main employer?
(MAIN=employer that you worked the most number of hours.)

RANGE: .
SKIP:

VALUES: ^EMPNAME (1)
^EMPNAME (2)
^EMPNAME (3)
^EMPNAME (4)
^EMPNAME (5)
^EMPNAME (6)
^EMPNAME (7)
^EMPNAME (8)
^EMPNAME (9)
^EMPNAME (10)

CHECK:

VARNAME: ACONFIRM
AQ NUM: 396

VARLABEL:

QTEXT: ~If April job
During April 1996, your main employer was ^AJOBEMP.
~If current job
Your current main employer is ^AJOBEMP.
~If most recent job
Your most recent main employer was ^AJOBEMP.
That job began on (STARTDATE)
~If not current
And continued until (ENDDATE).

Is that correct?

VALUES: 1 Yes
2 No

RANGE:
SKIP:

CHECK:

VARNAME: AJOBIND
AQ NUM: 397

VARLABEL: Industry Occupation Coding Call

QTEXT: What type of business or industry (is/was) that? (For example, a grocery store, restaurant, retail shoe store, automobile factory, state government agency)
(INTERVIEWER: CODE INDUSTRY)

VALUES:

RANGE:
SKIP: This question if teaching job

CHECK:

VARNAME: AJOBOCC
AQ NUM: 398

VARLABEL: Occupation Coding Call

QTEXT: And what (is/was) your occupation? (IF NECESSARY: Can you describe your job? What type of work (do/did) you do at ^AJOBEMP?)
(INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)

VALUES:

RANGE:
SKIP: This question if teaching job

CHECK:

VARNAME: AJOBTYPE
AQ NUM: 404

VARLABEL: Type of job - April
QTEXT: Would you say this job (is/was)...

RANGE: ,
SKIP: This question if teaching job

CHECK:

VALUES: 1 Executive
2 Managerial
3 Professional
4 Technical
5 Sales
6 Administrative support, clerical
7 Other (specify)

VARNAME: AJOBSECT
AQ NUM: 405

VARLABEL: Employer type - April
QTEXT: Is ^AJOBEMP

RANGE: ,
SKIP: This question if teaching job.
To AJOBSTV if 6

CHECK:

VALUES: 1 Private for-profit
2 Private non-profit
3 Federal government
4 State government
5 Local government
6 Self-employed

VARNAME: AJBOBT14
AQ NUM: 406

VARLABEL: Way of finding out about job
QTEXT: How did you find out about this job?
(CODE ALL THAT APPLY)

RANGE: ,
SKIP:

CHECK:

VALUES: 01 Referred by family, friends, professors
02 Want ad
03 Campus job placement office
04 Explored possible job opportunities through interview

05 Was recruited by headhunter /employment agency/recruiter
06 Advancement in company where previously employed
07 Volunteer/internship work in field
08 Contacted in response to blind resume
09 Recruiting fair
10 Professional or trade journal
11 Job announcement in unemployment office
12 Professional meeting
13 Response to want ad I placed
14 Other (SPECIFY)

VARNAME: AJOBOFFR
AQ NUM: 407

VARLABEL: Other job offers in this field
QTEXT: Did you receive any other job offers for similar positions in this field?
(IF NO, ENTER "0", IF YES, ASK:)
How many?

VALUES:

RANGE: 0, 300
SKIP: This question if teaching job

CHECK:

VARNAME: AJOBSTV
AQ NUM: 409

VARLABEL: IN SCHOOL WHILE EMPLOYED?
QTEXT: While you were employed at ^AJOBEMP, were you also enrolled in school?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: To AJOBHRS if 2, RF, DK

CHECK:

VARNAME: AJOBCAMP
AQ NUM: 410

VARLABEL: Place of employment (on/off campus)- Apr
QTEXT: (Is/was) this job located on the campus of the school you were attending?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: To AJOBHRS if 2, RF, DK

CHECK:

VARNAME: AJOBSTDT
AQ NUM: 411

VARLABEL: Type of job if student
QTEXT: (Is/Was) this job...

VALUES: 1 A teaching assistantship
2 A research assistantship
3 An internship
4 Co-op placement
5 Was it none of these?

RANGE: .
SKIP:

CHECK:

VARNAME: AJOBHRS
AQ NUM: 412

VARLABEL: Number of hours worked per week
QTEXT: How many hours a week (do/did) you work at ^AJOBEMP?
(IF NEEDED: What do you think is the average number of hours you work each week?)

VALUES:

RANGE: 1, 100
SKIP:

CHECK:

VARNAME: AJOBSAL
AQ NUM: 414

VARLABEL: Salary as of April
QTEXT: How much were you earning at ^AJOBEMP
~IF MOST RECENT JOB
In the last month you were employed?
~IF CURRENT OR APRIL JOB
In April of this year?
Please include any commissions, tips, or bonuses.

$_____ per hour
per day
per week
per month
per year

VALUES:

RANGE: 1, 9999999.99
SKIP:

CHECK:

VARNAME: AJOBCHCK VARLABEL: Salary check RANGE: ,
AQ NUM: 415 QTEXT: You said you make ^AJOBSAL^ per ^AJOBSPER^. Is that right? SKIP:

VALUES: 1 Yes CHECK:
2 No

VARNAME: AJOBRELT VARLABEL: Relationship between job and degree/field RANGE: ,
AQ NUM: 416 QTEXT: How closely related is this job to your undergraduate field of study? SKIP:

VALUES: 1 Closely CHECK:
2 Somewhat
3 Not at all

VARNAME: AJOBDEGR VARLABEL: college degree required for job? RANGE: ,
AQ NUM: 418 QTEXT: Was a college degree required to obtain this job? SKIP: This question if teaching job

VALUES: 1 Yes CHECK:
2 No

VARNAME: AJOBPREV VARLABEL: This job related to previous positions? RANGE: ,
AQ NUM: 419 QTEXT: Does/Did your position at ^AJOBEMP build on specific skills or knowledge acquired in previous jobs? SKIP:

VALUES: 1 Yes CHECK:
2 No

VARNAME: AJOBPROM
AQ NUM: 420

VARLABEL: Promotion received on this job?
QTEXT: While employed at ^AJOBEMP, (do/did) you receive a promotion?

RANGE:
SKIP:

CHECK:

VALUES: 1 Yes
2 No

VARNAME: AJBSTSAL
AQ NUM: 421

VARLABEL: Starting annual salary for April job
QTEXT: How much were you earning when you first began working for ^AJOBEMP?

$_____

RANGE:
SKIP:

CHECK:

VALUES: 1 Per hour (hourly rate)
2 Per day (daily rate)
3 Per week (weekly)
4 Per month (monthly)
5 Per year (annual salary)

VARNAME: AJOBWHY
AQ NUM: 422

VARLABEL: Important factors in selecting this job
QTEXT: Why did you accept this position with ^AJOBEMP? (CODE ALL THAT APPLY)

RANGE:
SKIP:

CHECK:

VALUES: 01 Only job I could find
02 Previous work experience in the area
03 Good income to start
04 Good income potential over career
05 Job security
06 Better opportunity for advancement
07 Prestige and status
08 Interesting work
09 Intellectually challenging work
10 Freedom to make own decisions at work
11 Interaction with people

12 Opportunity to help people/be useful to society
13 Able to work independently of others
14 Allows for a great deal of travel
15 Allows for roots to be established/ don't have to move around
16 Allows time for non work-related activities
17 Other (specify)

VARNAME: AJOBPOTN VARLABEL: Degree of career potential RANGE: ,
AQ NUM: 423 QTEXT: Would you say your job at ^AJOBEMP (has/had)... SKIP:

VALUES: 1 Definite career potential CHECK:
2 Possible career potential or
3 Not much career potential

VARNAME: AJBINS VARLABEL: Health insurance RANGE: ,
AQ NUM: 424 QTEXT: (Did/Does) your job at ^AJOBEMP provide: SKIP:

Health or dental insurance
Retirement benefits
Paid vacation or holidays
Paid sick leave
Tuition reimbursement benefits
Family related benefits such as maternity leave, child care or elder care
Other benefits (IF YES, please specify on next screen)

VALUES: 1 Yes CHECK:
2 No

VARNAME: AJPAY VARLABEL: Job satisfaction with pay RANGE: ,
AQ NUM: 431 QTEXT: (Are/were) you very satisfied, somewhat satisfied, or dissatisfied with the following aspects of your employment at ^JBNAME? SKIP:

The pay

The fringe benefits
The importance and challenge of your job
The working conditions
Your opportunity for promotion
Your job security
Your supervisor
Your relationships with co-workers
Your opportunity for further education

VALUES 1 Very satisfied
2 Somewhat satisfied
3 Dissatisfied

CHECK

VARNAME: EMPTRAIN
AQ NUM: 440
VARLABEL: Training in last 12 months
QTEXT: Now we'd like to find out about any training ^AJOBEMP might have sponsored or provided...
In the last twelve months, did ^AJOBEMP provide any training other than informal on-the-job training or tuition reimbursed courses taken through a regular college?
RANGE: ,
SKIP: This question if main job is teaching job.
To OTHTRAIN if 2, RF, DK.

VALUES: 1 Yes
2 No
CHECK:

VARNAME: EMPTRNUM
AQ NUM: 442
VARLABEL: How much employer sponsored training
QTEXT: ~IF MAIN JOB IS TEACHING JOB
Including the (school/school-district) sponsored training you told me about earlier:
~END
How many courses, formal training seminars, or other training activities did you participate in at ^AJOBEMP?
RANGE: 1,30
SKIP:

VALUES:
CHECK:

VARNAME: TRNCON
AQ NUM: 443
VARLABEL: Content of program training
QTEXT: Did any of this training cover...
(CODE ALL THAT APPLY)
RANGE: ,
SKIP:

VALUES: 01 Executive or management development
02 Supervision
03 Professional development/technical skills
04 Software, hardware or equipment training
05 Job health and safety
06 Quality control or statistical process control
07 Sales or marketing
08 Diversity/cultural sensitivity
09 Other (SPECIFY IN COMMENT BOX),C
CHECK:

VARNAME: EMPTGH
AQ NUM: 444

VARLABEL: Who provided training?
QTEXT: Who conducted this training? Was any of the training...
(CODE ALL THAT APPLY)

RANGE: , .
SKIP:

VALUES: 1 Conducted by another employee of your company
2 Conducted by an outside consultant or company
3 Conducted by your union
4 Offered by a college or other educational institution
5 Or was it provided in some other way?

CHECK:

VARNAME: REQKEEP
AQ NUM: 445

VARLABEL: Training required to keep job?
QTEXT: Was any of this training required by your employer in order for you to keep your job?

RANGE: ,
SKIP:

VALUES: 1 Yes
2 No

CHECK:

VARNAME: REQADVAN
AQ NUM: 446

VARLABEL: Was program/training required to advance
QTEXT: Was any of this training necessary to get a promotion on your job?

RANGE: ,
SKIP:

VALUES: 1 Yes
2 No

VARNAME: LENGTH
AQ NUM: 447

VARLABEL: Total hours per week spent in training
QTEXT: In the last year, how many hours did you spend in training altogether?

RANGE: 0,2000
SKIP: To OTHTRAIN if not RF not DK

VALUES:

CHECK:

VARNAME: LENGTHWK
AQ NUM: 448

VARLABEL: Total number of weeks spent in training
QTEXT: Would you say the total number of hours you spent in training last year was...

RANGE: ,
SKIP:

VALUES: 1 1-10 hours
2 11-20 hours
3 21-40 hours
4 41-80 hours
5 81-120 hours
6 121-360 hours
7 361-500 hours
8 More than 500 hours

CHECK:

VARNAME: OTHTRAIN
AQ NUM: 449

VARLABEL: Other self-pay training work-related
QTEXT: During the past 12 months, did you personally pay to attend any training other courses other than those provided by your employer that are related to work you are currently doing or would like to do?
(IF NO, ENTER "0". IF YES, ASK:)
How many?

RANGE: 0, 20
SKIP: To EMPEXPEC if 0, DK, RF

VALUES:

CHECK:

VARNAME: OTHCON
AQ NUM: 451

VARLABEL: Type of training
QTEXT: Did any of these courses cover...
(CODE ALL THAT APPLY)

RANGE: ,
SKIP:

VALUES: 1 Executive or management development
2 Supervision
3 Professional development/technical skills
4 Software, hardware or equipment training
5 Job health and safety
6 Quality control or statistical process control
7 Sales or marketing

CHECK:

224

225

8 Diversity/cultural sensitivity
9 Other (SPECIFY IN COMMENT BOX),C

VARNAME: OTHREQ
AQ NUM 452

VARLABEL: Courses required for employment?
QTEXT: Were any of these courses required by your employer to get or keep your job?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK:

VARNAME: OTHTRREQ
AQ NUM 453

VARLABEL: Courses necessary to advance?
QTEXT: Were any of these courses necessary to get a promotion on your job?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK:

VARNAME: OTHTRH
AQ NUM 454

VARLABEL: Hours per week spent taking courses
QTEXT: In the last year, how many hours did you spend in taking these courses?

VALUES:

RANGE: 1,800
SKIP: To EMPEXPEC if not DK not RF

CHECK:

VARNAME: OTHTRWK
AQ NUM 455

VARLABEL: Total number of weeks spent in training
QTEXT: Would you say the total number of hours you spent in these courses last year was...

VALUES: 1 1-10 hours
2 11-20 hours
3 21-40 hours
4 41-80 hours
5 81-120 hours
6 121-360 hours
7 361-500 hours
8 More than 500 hours

RANGE: ,
SKIP:

CHECK:

VARNAME: EMPEXPEC
AQ NUM: 456
VARLABEL: Expectations of being employed 3 years
QTEXT: Three years from now, do you expect to be working full time?
RANGE: ,
SKIP: To OEXPLONG if 2, DK, RF

VALUES: 1 Yes
2 No
CHECK:

VARNAME: OCCEXP2
AQ NUM: 457
VARLABEL: Occupation Coding Call 3
QTEXT: What do you expect your occupation will be three years from now?
(INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)
RANGE: ,
SKIP:

VALUES:
CHECK:

VARNAME: OEXPLONG
AQ NUM: 460
VARLABEL: Expected occupation long term
QTEXT: What do you expect your occupation to be in the long term?
RANGE: ,
SKIP:

VALUES: 1 The same
2 Something else (Please code occupation on the next screen)
CHECK:

VARNAME: MATHJOB
AQ NUM: 464 *
VARLABEL: Importance of math skills in job
QTEXT: I am going to read a list of skills and for each, I would like you tell me whether the skill is important for you in your job and if you think your undergraduate education improved that skill.
RANGE: ,
SKIP:

	Important in job	Improved by undergraduate education
Mathematical skills		
Ability to influence others		
Computer skills		
Speaking skills		

Writing skills
Self-understanding
Understanding scientific
theory of method

VALUES: 1 Yes
2 No

VARNAME: ADVICE
AQ NUM: 465

VARLABEL: Advice to those starting college
QTEXT: What advice would you give to someone who is starting college this fall?

VALUES:

RANGE:
SKIP:

CHECK:

VARNAME: HSGRADES
AQ NUM: 481

VARLABEL: Grades in high school
QTEXT: Thinking back to high school, were your grades...

VALUES: 1 Mostly As
2 As and Bs
3 Mostly Bs
4 Bs and Cs
5 Mostly Cs
6 Cs and Ds
7 Or mostly Ds?

RANGE:
SKIP:

CHECK:

VARNAME: DBEGCO
AQ NUM: 482

230

VARLABEL: Year began college
QTEXT: After high school, when did you first enroll in a course offered by a college or other postsecondary institution?
__/__

VALUES:

RANGE:
SKIP: This question if YBCOLL>0

CHECK: 231

VARNAME: OTHDEGR
AQ NUM: 483

VARLABEL: Any other degrees held
QTEXT: Before receiving your bachelor's degree at ^SAMPSCHL, did

RANGE: 0, 20
SKIP: This question if

you earn any degrees, licenses or certificates other than your high school diploma?
(IF NO, ENTER "0" IF YES, ASK:)
How many?

OTHDEGFL=1.
To OTHSCHN if 0,
DK, RF

	VALUES:	CHECK:
VARNAME: OTHDEG AQ NUM 486	VARLABEL: Type of other degree QTEXT: ~IF ^OTHDEGR (>4) Now I am going to ask you about the 4 most recent degrees and licenses you earned before receiving your bachelor's degree at ^SAMPSCHL. What kind of degree, license or certificate was the (most recent/next) one? one? (Please start with the most recent)	RANGE: , SKIP:
ITERS: 4	VALUES: 1 Associate's degree 2 Bachelor's degree 3 Post-baccalaureate certificate 4 Education specialist degree 5 Master's degree (MA, MS, MBA, ETC.) 6 First professional degree (M.D., J.D., D.D.S., O.D.) 7 Doctoral degree (PH.D., ED.D. D.P.H., ETC.) 8 Other certificate/license	CHECK:
VARNAME: YOTHDG AQ NUM 487	VARLABEL: Year of other degree QTEXT: What year did you get that ^OTHDEG?	RANGE: 60, 96 SKIP:
ITERS: 4	VALUES:	CHECK:

VARNAME: OTHSCHN
AQ NUM: 490

VARLABEL: Other undergraduate schools attended
QTEXT: Did you attend any other undergraduate schools prior to earning your bachelor's degree at ^SAMPSCHL?
(IF NO, ENTER "0", IF YES, ASK)
How many?

RANGE: 0, 10
SKIP: This question if OTHSCHFL=1.
To VOLWORK if 0, DK, RF

VALUES

CHECK:

VARNAME: IPEDCAL1
AQ NUM: 491

VARLABEL: Call IPEDS Coding -Other Schools Attended
QTEXT: ~IF ^OTHSCHN(1)
In what state is that school located? In what city is it located?
And what is the name of that school?
~ELSE
In what school is the (first-fourth) school located? In what city is this school located? And what is the name of the school?
(INTERVIEWER: GO TO THE NEXT SCREEN AND CONFIRM NAME WITH RESPONDENT)

RANGE: ,
SKIP:

ITERS: 4

VALUES:

CHECK:

VARNAME: SCBMO
AQ NUM: 499

VARLABEL: Month began attending other school
QTEXT: When did you first begin attending ^OTHNAME?
__/__

RANGE: 1,12; 0,99
SKIP:

ITERS: 4

VALUES:

CHECK:

VARNAME: SCEMO
AQ NUM: 501

VARLABEL: Month stopped attending other school
QTEXT: When did you last attend ^OTHNAME?
(INTERVIEWER: CODE 96/96 IF STILL ATTENDING)
__/__

RANGE: 1,12; 0,99
SKIP:

ITERS: 4

VALUES:

CHECK:

VARNAME: OSCHPROG VARLABEL: Other school attended-degree program RANGE:
AQ NUM: 503 QTEXT: What type of degree program were you enrolled in at ^OTHNAME? SKIP:

ITERS: 4 VALUES: 01 Associate's degree CHECK:
02 Bachelor's degree
03 Post-baccalaureate certificate
04 Education specialist degree
05 Master's degree (MA, MS, MBA, ETC.)
06 First professional degree (M.D., J.D., D.D.S., O.D.)
07 Doctoral degree (PH.D., ED.D. D.P.H., ETC.)
08 Other certificate/license
09 Non-degree program
10 Dual degree program

VARNAME: VOLWORK VARLABEL: Volunteer activities RANGE: ,
AQ NUM: 505 QTEXT: Now I'd like to ask you about any civic activities you might have taken part in.
Did you do any community service or volunteer work during the last year? SKIP: To VOTPRES if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: VOLWKDO VARLABEL: Volunteer activities during past year RANGE: ,
AQ NUM: 506 QTEXT: What (types of volunteer work) did you do?
(INTERVIEWER: CODE ALL THAT APPLY) SKIP:

VALUES: 01 Worked with kids-primarily as coach or assistant coach/scouting CHECK:
02 Worked with kids-as tutor/mentor, homework hotline
03 Helped raise money for a specific purpose (other than political)
04 Helped raise money or volunteered for a political campaign
05 Worked at shelter for homeless/soup kitchen
06 Telephone crisis center
07 Neighborhood improvement/cleanup project(s)

08 Volunteered at hospital, nursing home, group home
09 Literacy project -- primarily with adults
10 Other (SPECIFY)

VARNAME: AVEHOURS
AQ NUM: 506

VARLABEL: Average hours of volunteer work/mo.
QTEXT: How frequently did you do (this/these) activities?

VALUES: 1 Daily
2 Weekly
3 Monthly
4 Less often (yearly)

RANGE: ,
SKIP:

CHECK:

VARNAME: VOLTYPE
AQ NUM: 507

VARLABEL:
QTEXT: On average, about how many hours each (day/week/month/year) did you volunteer?

VALUES:

RANGE: ,
SKIP:

CHECK: Check for unlikely responses based on frequency.

VARNAME: VOTPRES
AQ NUM: 508

VARLABEL: Registered/voted in 1996 pres election
QTEXT: Are you registered to vote in the 1996 presidential election?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK:

VARNAME: POLVOTE
AQ NUM: 509

VARLABEL: Voting in last 2 years
QTEXT: Have you voted in any local, state or national election in the last 2 years?

238

VALUES: 1 Yes
2 No

RANGE: ,
SKIP:

CHECK: 239

VARNAME: POLMEET
AQ NUM: 510

VARLABEL: GO TO POLITICAL MEETINGS?
QTEXT: In the last 2 year, did you go to any political meetings,

RANGE: ,
SKIP:

rallies, dinners, or things like that?
Did you talk to any people any try to show them why they should vote one of the parties or candidates?
Did you give any money or other financial support to help the campaign for any political party or candidate?
Have you given any time or money to community action groups or other political action groups?
Have you written a letter to any public official to express your opinion?

VALUES: 1 Yes
2 No

CHECK:

VARNAME: RDOB
AQ NUM: 516

VARLABEL: RESPONDENT DATE OF BIRTH
QTEXT: Now I would like to get some background information. What is your birthdate?

VALUES:

RANGE: ,
SKIP: This question if date of birth not missing.

CHECK:

VARNAME: SEX
AQ NUM: 517

VARLABEL: RESPONDENT SEX PRELOAD VERIFY
QTEXT: INTERVIEWER: ASK IF NOT OBVIOUS: Are you . . .

VALUES: 1 Male
2 Female

RANGE: ,
SKIP: This question if RSEX not missing.

CHECK:

VARNAME: CITIZNN
AQ NUM: 518

VARLABEL: U.S. CITIZENSHIP QUESTION
QTEXT: Are you a United States citizen?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: This question if RCITIZ=1.
To RETHNICQ if 2, RF, DK

CHECK:

VARNAME: WHNCTMM
AQ NUM: 519

VARLABEL: CITIZENSHIP DATE QUESTION
QTEXT: When did you become a United States citizen?
(IF R CITIZEN SINCE BIRTH CODE 96/96)

VALUES:

RANGE: 1,12, 60/96
SKIP:

CHECK:

VARNAME: RETHNICQ VARLABEL: HISPANIC ORIGIN QUESTION RANGE:
AQ NUM: 521 QTEXT: Are you of Hispanic origin? SKIP: This question if RHISPOR not missing.
To RRACEQ if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: HISPETHQ VARLABEL: HISPANIC ETHNICITY QUESTION RANGE:
AQ NUM: 522 QTEXT: Are you . . . SKIP:

VALUES: 1 Of Mexican, Mexican-American, or Chicano descent CHECK:
2 Cuban descent
3 Puerto Rican descent, or
4 Of some other Hispanic descent?

VARNAME: RRACEQ VARLABEL: RACE QUESTION RANGE:
AQ NUM: 523 QTEXT: Are you . . . SKIP: This question if RRACE not missing.
To DISABILN if not 4

VALUES: 1 White CHECK:
2 Black
3 American Indian/Alaskan Native
4 Asian or Pacific Islander
5 Other (SPECIFY IN COMMENT BOX);C

VARNAME: ASIAETHQ
AQ NUM: 524

VARLABEL: ASIAN ETHNICITY QUESTION
QTEXT: Are you . . .

RANGE: ,
SKIP: This question if RASIAN not missing or RRACEQ not 4.

CHECK:

VALUES: 01 Chinese
02 Filipino
03 Hawaiian
04 Japanese
05 Korean
06 Vietnamese
07 Asian Indian
08 Samoan
09 Guamanian, or
10 Other Asian or Pacific Islander

VARNAME: DISABILN
AQ NUM: 527

VARLABEL: Disability question
QTEXT: Do you have any disabilities or limitations which interfere with your ability to work?

RANGE: ,
SKIP: To LANGS if 2, RF, DK

CHECK:

VALUES: 1 Yes
2 No

VARNAME: HANDHEAR VARLABEL: HEARING IMPAIRMENT RANGE: ,
AQ NUM: 528 QTEXT: Do you have a hearing impairment?
(Do you have) a speech disability or limitation?
(Do you have) an orthopedic or mobility limitation?
(Do you have) a vision impairment that cannot be corrected with glasses, or are you legally blind?
(Do you have) any specific learning disabilities?
(Do you have) any other limitations, disabilities, or handicaps?
(ENTER OTHER DISABILITIES IN COMMENT BOX)
SKIP:

VALUES: 1 Yes
2 No

VARNAME: LANGS VARLABEL: LANGUAGES SPOKEN RANGE: ,
AQ NUM: 535 QTEXT: Do you have conversational knowledge of any languages other than English?
PROBE IF NECESSARY: What are those languages?
(CODE ALL THAT APPLY)
SKIP: This question if RLANG=1

VALUES: 01 None
02 Spanish
03 French
04 German
05 Italian
06 Russian
07 East and Southeast Asian (Korean, Tibetan, Mongolian, Tagalog, Thai, Lao, Vietnamese, Cambodian, Indonesian)
08 Chinese (Mandarin, Cantonese, Taiwanese, Etc)
09 Portuguese
10 Scandinavian Languages (Danish, Icelandic, Norwegian, Swedish)
11 Slavic Languages (Byelorussian, Bulgarian, Czech, Polish, Serbian, Croatian, Slavonic, Ukrainian)
12 Greek
CHECK:

13 Japanese
14 East European Languages (Finnish, Hungarian, Estonian, Latvian, Lithuanian)
15 Arabic
16 Other Middle-eastern (Falsi/Iranian, Turkish, Berber, Armenian)
17 South Asian (Hindi, Urdu, Bengali, Punjabi, Dravidian, Sanskrit, Bactrian)
18 Other Germanic (Yiddish, Dutch, Old German, Frisian, Gothic, Saxon)
19 Other Romance Languages (Romanian, Rhaeto-Romansch)
20 Hebrew
21 Classical and Ancient near Eastern (Ancient Egyptian, Coptic, Avestan/Old Persian, Akkadian, Aramaic, Ugarl)
22 Other Languages (Native American Languages, Pacific, Ural-Altaic, Basque, Celtic, Non-Semitic African)
23 Other

VARNAME: FATHERED
AQ NUM: 536

VARLABEL: FATHER'S EDUCATIONAL LEVEL
QTEXT: What was the highest grade or level of education that your father (stepfather/male guardian) completed?

RANGE: ,
SKIP: This question if FEDLEVL not missing.

CHECK:

VALUES: 01 Less than high school
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree

250

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09 2 or more years of college
10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree
14 Doctorate (PhD, EdD)

VARNAME: MOTHERED
AQ NUM: 537

VARLABEL: MOTHER'S EDUCATIONAL LEVEL

QTEXT: What was the highest grade or level of education that your mother (stepmother/female guardian) completed?

RANGE: ,

SKIP: This question if MEDLEVEL not missing

VALUES: 01 Less than high school
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree
09 2 or more years of college
10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree
14 Doctorate (PhD, EdD)

CHECK:

VARNAME: FATHBIRT
AQ NUM: 538

VARLABEL: FATHER BORN IN U.S.?
QTEXT: Was your father born in the United States?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: This question if FATHBTH=1. To MOTHBIRTH if 1

CHECK:

VARNAME: FATHEMIG
AQ NUM: 539

VARLABEL: YEAR FATHER EMIGRATED TO U.S.
QTEXT: When did your father (stepfather/ male guardian) begin living in the United States? (ENTER 9999, IF NEVER)

VALUES:

RANGE: 1880,1996/9999
SKIP:

CHECK:

VARNAME: MOTHBIRT
AQ NUM: 540

VARLABEL: MOTHER BORN IN U.S.?
QTEXT: Was your mother born in the United States?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: This question if MOTHBTH=1. To MARSTATP if 1

CHECK:

VARNAME: MOTHEMIG
AQ NUM: 541

VARLABEL: YEAR MOTHER BEGAN LIVING IN U.S.
QTEXT: When did your mother (stepmother/ female guardian) begin living in the United States? (ENTER 9999, IF NEVER)

VALUES:

RANGE: 1880,1996/9999
SKIP:

CHECK:

VARNAME: MARSTATP VARLABEL: MARITAL STATUS PRELOAD VERIFY RANGE: ,
AQ NUM: 542 QTEXT: When you were last interviewed on ^OLDDATE you were ^RMARITST. Is that correct? SKIP: To MARCONFM if 1

VALUES: 1 Yes, that is correct CHECK:
2 No, that is not correct

VARNAME: MARSTATQ VARLABEL: MARITAL STATUS QUESTION RANGE: ,
AQ NUM: 543 QTEXT: In ^OLDDATE were you . . . SKIP:

VALUES: 1 Married CHECK:
2 Separated
3 Divorced
4 Widowed
5 Living together in a marriage like relationship
6 Single, never been married

VARNAME: MARCHANG VARLABEL: CHANGE IN MARITAL STATUS RANGE: ,
AQ NUM: 544 QTEXT: Has there been any change in your marital status since ^OLDDATE?
For example, have you gotten married or begun living with someone in a marriage-like relationship? SKIP: To MARCONFM if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: MARICH VARLABEL: ANY CHANGE IN MARITAL STATUS? RANGE: ,
AQ NUM: 545 QTEXT: What was the first change and when did it occur? SKIP:
(ENTER TYPE AND DATE OF CHANGE)
1st __
DATE __/__
Was there another change?
(IF YES, ENTER TYPE AND DATE OF CHANGE. IF NO, ENTER NCH)
2nd __

256

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DATE __/__
Was there another change?
3rd __
DATE __/__
Was there another change?
4th __
DATE __
(IF ADDITIONAL CHANGES, ENTER CURRENT STATUS AT 4TH CHANGE AND INSERT OTHER CHANGES IN A COMMENT BOX)

CHECK:

VALUES: 0 NCH
1 MAR
2 SEP
3 DIV
4 WID
5 LVT
6 NBM

VARNAME: LASTMAR VARLABEL: dummy var-last marriage status
AQ NUM: 558 QTEXT

RANGE: .
SKIP:

CHECK:

VALUES: 1 Married
2 Separated
3 Divorced
4 Widowed
5 Living in a marriage-like relationship
6 Never been married

VARNAME: MARCONFM VARLABEL: RANGE:
AQ NUM: 559 QTEXT: You are currently ^LASTMAR. Is that correct? SKIP:

VALUES: 1 Yes, that is correct CHECK:
2 No, that is not correct

VARNAME: CHILDRNY VARLABEL: R HAVE CHILDREN PRELOAD VERIFY RANGE:
AQ NUM: 560 QTEXT: Our records indicate that you have ^RCHILDRN. Is that still correct? SKIP: This question if RCHILDRN missing. To NUMCHILD if 2, RF, DK. To WHERELIV if RCHILDRN=0 & CHILDRNY=1.

VALUES: 1 Yes, that is correct CHECK:
2 No, that is not correct

VARNAME: CHILDREN VARLABEL: CHILDREN QUESTION RANGE:
AQ NUM: 561 QTEXT: Do you have any children? Please include adopted, foster and step children. Also remember to include children who are living outside your household. SKIP: This question if RCHILDRN not missing. To WHERELIV if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: NUMCHILD VARLABEL: NUMBER OF CHILDREN QUESTION RANGE: 1,15
AQ NUM: 562 QTEXT: How many children do you have? SKIP:

VALUES:

VARNAME: DEPENDEN
AQ NUM: 563

VARLABEL: R's DEPENDENTS QUESTION
QTEXT: How many of your children live with you or depend on you for more than half of their support?

VALUES:

RANGE: 0,15
SKIP:

CHECK:

VARNAME: DBCHMM
AQ NUM: 566

VARLABEL: BIRTHDATES OF CHILDREN
QTEXT: ~IF ^RCHILDRN NOT MISSING
(I need to know the birth days of any children you have had since ^OLDDATE^...)
~IF ^DEPENDEN(>10)
I need some information on the ten youngest dependent children only. What is the birthdate of the (youngest/next youngest) of those children?
~IF ^DEPENDEN(1)
What is the birthdate of your child?

VALUES:

RANGE: 1,12; 60,96
SKIP:

CHECK:

VARNAME: WHERELIV
AQ NUM: 569

VARLABEL: WHERE WAS RESPONDENT LIVING APRIL 1
QTEXT: What type of housing were you living in on April 1 of this year? Was it

VALUES: 1 In your own home or apartment
2 In your parents or guardians residence
3 In school-provided housing
4 With other relatives (not parents, spouse, or children)
5 In employer provided residence (military base)
6 In a sorority/ fraternity house
7 Other (SPECIFY IN COMMENT BOX),C

RANGE: ,
SKIP:

VARNAME: LIVALON
AQ NUM: 570
VARLABEL: DOES R LIVE ALONE?
QTEXT: Who was living in the household on April 1, (1996) besides you?
RANGE: ,
SKIP: To HEADHOUS if 1, RF, DK

VALUES: 1 Respondent lives alone
2 Other people in household
CHECK:

VARNAME: WHOLIVE
AQ NUM: 571
VARLABEL: Spouse live in household
QTEXT: INTERVIEWER: ENTER THE NUMBER OF EACH TYPE OF HOUSEHOLD MEMBER NEXT TO THE TYPE
(Probe if R says he lives with more than four grandparents, one mother, one father, etc.)
HOUSEHOLD MEMBERS
HUSBAND, WIFE, OR PARTNER?
YOUR/PARTNER'S CHILDREN, AGES 0-6
YOUR/PARTNER'S CHILDREN, AGES 7-12
YOUR/PARTNER'S CHILDREN, AGES 13-17
YOUR/PARTNER'S CHILDREN, AGES 18 AND OVER
FATHER, STEPFATHER, OR MALE GUARDIAN
MOTHER, STEPMOTHER, OR FEMALE GUARDIAN
BROTHER(S), INCLUDING STEP- OR HALF-BROTHERS
SISTER (S), INCLUDING STEP- OR HALF-SISTERS
GRANDPARENT(S)
OTHER RELATIVE(S)
NON-RELATIVE(S) OR ROOMMATE(S)
RANGE: ,
SKIP:

VALUES:
CHECK:

VARNAME: TOTALIVE
AQ NUM: 572
VARLABEL: TOTAL PEOPLE LIVING IN HOUSEHOLD
QTEXT: This means that there were ^TOTNUM people living in your household, including yourself. Is that correct?
RANGE: ,
SKIP:

VALUES:
CHECK:

VARNAME: HEADHOUS
AQ NUM: 586
VARLABEL: HEAD OF HOUSEHOLD
QTEXT: Is your name (or the name of your spouse/partner) the name on your mortgage or rental agreement?
RANGE: ,
SKIP:
CHECK:

VALUES: 1 Yes
2 No

VARNAME: EDSPOUV
AQ NUM: 587
VARLABEL: SPOUSES EDLEVEL PRELOAD VERIFY
QTEXT: Our records show that your (spouse's/partner's) highest grade or level of education was ^EDSPOUP. Is this still correct?
RANGE: ,
SKIP: This question if EDSPOUP missing.
To ENSPOUAP if 1
CHECK:

VALUES: 1 Yes, this is correct
2 No, this is not correct

VARNAME: EDSPOUSE
AQ NUM: 588
VARLABEL: SPOUSES HIGHEST EDUCATION LEVEL
QTEXT: What is the highest grade or level of education that your (spouse/partner) has completed?
RANGE: ,
SKIP: This question if EDSPOUP not missing and EDSPOUV=1.
CHECK:

VALUES: 01 Less than high school
02 GED
03 High school graduation
04 Less than 1 year vocational/trade/business school
05 1 year but less than 2 years vocational/trade/business school
06 2 years or more vocational/trade/business school
07 Less than 2 years of college
08 Associate's degree
09 2 or more years of college
10 Bachelor's degree (4-5 years)
11 Master's degree or equivalent
12 First professional degree (JD, MD, OD, DDS, ETC...)
13 Other advanced professional degree

266

267

14 Doctorate (PHD, EDD)

VARNAME: ENSPOUAP
AQ NUM: 589

VARLABEL: SPOUSE ENROLLMENT APRIL THIS YR
QTEXT: Was your (spouse/partner) enrolled in school in April of this year?

RANGE: ,
SKIP: To EMSPOUS if 2, RF, DK

VALUES: 1 Yes
2 No

CHECK:

VARNAME: LEVSPOUS
AQ NUM: 590

VARLABEL: LEVEL SPOUSE'S COURSES
QTEXT: What level of courses is your (spouse/partner) taking?

RANGE: ,
SKIP:

VALUES: 1 High school
2 License or certificate
3 Undergraduate
4 Graduate
5 First professional

CHECK:

VARNAME: EMPSPOUS
AQ NUM: 591

VARLABEL: SPOUSE APRIL EMPLOYMENT STATUS
QTEXT: Was your (spouse/partner) employed in April of this year? (IF YES:) was that full-time or part-time?

RANGE: ,
SKIP:

VALUES: 1 Yes, employed full-time
2 Yes, employed part-time
3 Not employed

CHECK:

VARNAME: TOTNUMDP
VARLABEL: TOTAL NUMBER DEPENDENTS CLAIMED ON TAXES
RANGE: 1,20

AQ NUM: 592
QTEXT: How many people do you (and your spouse/partner) currently support financially? Please include yourself (and your spouse/partner) and anyone who received more than half their support from you.
SKIP:

VALUES:
CHECK:

VARNAME: FINANRES
VARLABEL: NUMBER OF PEOPLE RESPONDENTS SUPPORTS
RANGE: 0, 20

AQ NUM: 593
QTEXT: Is there anyone else you help financially but provide less than half of their support?
(IF NO, ENTER "0". IF YES, ASK:)
How many?
SKIP:

VALUES:
CHECK:

VARNAME: CARETAKE
VARLABEL: NUMBER PEOPLE RESPONDENT TAKES CARE OF
RANGE: ,

AQ NUM: 595
QTEXT: Is there anyone who relies on you to provide non-financial assistance? For example, do you regularly spend time caring for an elderly relative or a younger sibling?
(IF NO, ENTER "0". IF YES, ASK:)
How many?
SKIP:

VALUES:
CHECK:

VARNAME: NPCARE
VARLABEL: Hours/wk of non-parental child care
RANGE: 0,40

AQ NUM: 597
QTEXT: ~IF TOTAL NUMBER OF CHILDREN IS 1
How many hours each week does your child spend in some type if child-care arrangement?
~ELSE (IF # CHILD>1)
You said you have (NUMBER)= children (under 12 years old) living with you. What is the most number of hours per week that any of them spend in some type of child-care arrangement?
SKIP: This question if no children under 12 living with R
To TOTINCOM if 0

270

271

Children under 6
Children between 6 and 12

VALUES: CHECK:

VARNAME: PAYCARE VARLABEL: Pay for childcare RANGE: ,
AQ NUM: 598 QTEXT: Do you have to pay for childcare? SKIP:

VALUES: 1 Yes CHECK:
2 No

VARNAME: TOTINCOM VARLABEL: RESPONDENT INCOME FROM ALL SOURCES RANGE: 0,3000000
AQ NUM: 599 QTEXT: What was your personal income from _all sources_ in 1995? SKIP: To ANNUINC if not DK
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

VALUES: CHECK:

VARNAME: TOTINCM VARLABEL: INCOME FROM ALL SOURCES IN 1992 RANGE: ,
AQ NUM: 600 QTEXT: Would you estimate your personal income from _all sources_ in 1995 was . . . SKIP:
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

VALUES: 1 less than $5,000 CHECK:
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

VARNAME: ANNUINC
AQ NUM: 601

VARLABEL: RESPONDENTS JOB INCOME
QTEXT: What was your personal income from all _jobs_ in 1995?
(Please _exclude_ untaxed income or income from other sources such as interest, dividends, and capital gains.)

VALUES:

RANGE: 0,3000000
SKIP: To TOTINCSP if not DK

CHECK:

VARNAME: ANNUINCR
AQ NUM: 602

VARLABEL: RESPONDENTS INCOME FROM JOBS
QTEXT: What is your estimate of your personal income from all _jobs _ in 1995? (Please _exclude_ untaxed income or income from other sources such as interest, dividends, and capital gains.)
Would you estimate your 1995 personal income from all jobs was . . .

VALUES: 1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

RANGE:
SKIP:

CHECK

VARNAME: TOTINCSP
AQ NUM: 603

VARLABEL: SPOUSES TOTAL INCOME ALL SOURCES
QTEXT: What was your (spouse's/partner's) income from _all sources_ in 1995?
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

VALUES:

RANGE: 0,1000000
SKIP: This question through ANNINCSP if no spouse/partner.
To ANNINCSP if not DK

CHECK:

VARNAME: TOTINCS VARLABEL: SPOUSES TOTAL INCOME ALL SOURCES RANGE: ,
AQ NUM: 604 QTEXT: Would you estimate your (spouse's/partner's) income from _all sources_ in 1995 was . . . SKIP:
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

VALUES: 1 less than $5,000 CHECK:
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000

VARNAME: ANNINCSP VARLABEL: SPOUSES INCOME ALL JOBS RANGE: 0,1000000
AQ NUM: 605 QTEXT: What was your (spouse's/partner's) personal income from all _jobs_ in 1995? (Please _exclude_ untaxed income or income from other sources such as interest, dividends, and capital gains.) SKIP: To HSEHLDI if not DK

VALUES: CHECK:

VARNAME: ANNINCS VARLABEL: SPOUSES INCOME ALL JOBS RANGE: ,
AQ NUM: 606 QTEXT: What is your estimate of your (spouse's/partner's) personal income from all _jobs_ in 1995? (Please _exclude_ untaxed income or income from other sources such as interest, dividends, and capital gains.) SKIP:
Would you estimate your (spouse's partner's) 1995 total income from all jobs was . . .

VALUES: 1 less than $5,000 CHECK:
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000

5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

VARNAME: HSEHLDI
AQ NUM 607

VARLABEL: OTHER HOUSEHLD INCOME
QTEXT: Is there anyone else living in the household who contributes to the family income?

VALUES: 1 Yes
2 No

RANGE: ,
SKIP: To INCSRCES if 2, RF, DK

CHECK:

VARNAME: HSEHDIN
AQ NUM 608

VARLABEL: TOTAL HOUSEHOLD INCOME
QTEXT: What was their total income from _all sources_ in 1995?

VALUES:

RANGE: 0,1000000
SKIP: To INCSRCES if not DK

CHECK:

VARNAME: HSANNINC
AQ NUM 609

VARLABEL: TOTAL HOUSEHOLD ANNUAL INCOME
QTEXT: Would you estimate that their total income from _all sources_ in 1995 was . . .

VALUES: 1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

RANGE: ,
SKIP:

CHECK:

VARNAME: INCSRCES VARLABEL: SOURCES OF HOUSEHOLD INCOME RANGE:
AQ NUM: 610 QTEXT: Did your 1995 total household income include any money from . . . SKIP:
(CODE ALL THAT APPLY)

VALUES: 1 interest and dividends? CHECK:
2 rental income?
3 parents or other family members?
4 alimony or child support payments?
5 public program payments such as AFDC, SSI, or WIC?
6 none of the above

VARNAME: SAVINGS VARLABEL: SAVE MONEY RANGE:
AQ NUM: 611 QTEXT: During the past year, have you been actively saving money for any reason? SKIP: To UNDDEBTN if 2, RF, DK

VALUES: 1 Yes CHECK:
2 No

VARNAME: SAVING VARLABEL: SAVE TOWARDS PURCHASE OF HOME RANGE:
AQ NUM: 612 QTEXT: What have you been saving money toward...? SKIP:
(CODE ALL THAT APPLY)

VALUES: 1 Retirement CHECK:
2 Home purchase
3 Further education
4 Child's education
5 Other (SPECIFY IN COMMENT BOX)

VARNAME: UNDDEBTN VARLABEL: Total amount borrowed for ugrad ed RANGE: 0,999999
AQ NUM: 613 QTEXT: What was the total amount of money you borrowed for your undergraduate education up through ^MBARECVD SKIP: This question if TOTUDEBT

not

^YBARECVD? missing.
Please include the amounts in federal, state, or institutional

loans you received from all sources. Also include loans from family, friends, relatives, banks, savings and loans, and credit unions, and loans that have been repaired. Up through ^MBARECVD ^YBARECVD , how much money did you borrow for undergraduate education?

VALUES: CHECK:

VARNAME: GRSCHDB
AQ NUM: 614 *

VARLABEL: Nonfamily amount borrowed for grad schoo
QTEXT: Since receiving your bachelor's degree, how much money have you borrowed for graduate or professional education, _not including_ loans from family? (Include all non-family loans from federal, state, and institutional sources such as graduate school, banks, and savings and loans)

RANGE: 0,999999
SKIP: This question if never enrolled in graduate program.

VALUES: CHECK:

VARNAME: OWENFAM
AQ NUM: 615 *

VARLABEL: Amount owed to nonfamily sources
QTEXT: ~IF ^TOTUDEBT(>0)+^GRSCHDB(<=0)
Of the ^TOTUDEBT you said you'd borrowed for your undergraduate education, how much do you still owe?
~IF ^GRSCHDB(>0)+^TOTDEBT(<=0)
Of the total amount you borrowed from _non-family_ sources for your graduate or professional education, how much money do you still owe?
IF ^GRSCHDB(>0)+TOTDEBT(<=0)
Of the total amount you borrowed from _non-family_ sources for both your undergraduate and graduate education, how much money do you still owe?

RANGE: 0,999999
SKIP:

VALUES: CHECK:

VARNAME: FEDLOANS
AQ NUM: 617
VARLABEL: FEDERAL GRADUATE LOANS
QTEXT: Did you receive any federal loans, such as PLUS, GSL, or HPSL, for your undergraduate or graduate education?
RANGE:
SKIP: To FORGIVST if 2, RF, DK

VALUES: 1 Yes
2 No
CHECK:

VARNAME: LOANCONS
AQ NUM: 618
VARLABEL: HAVE FED LOANS BEEN CONSOLIDATED?
QTEXT: Have these federal loans been consolidated?
RANGE:
SKIP: To FORGIVST if 2, RF, DK

VALUES: 1 Yes
2 No
3 Only one federal loan
CHECK:

VARNAME: LOANSTAT
AQ NUM: 619
VARLABEL: STATUS OF FEDERAL LOANS
QTEXT: What is the status of your federal loan(s)?
RANGE:
SKIP:

VALUES: 1 In deferment or grace period
2 Completely repaid
3 Full payment required
4 Partial payment required
5 Other (SPECIFY IN COMMENT BOX),C
CHECK:

VARNAME: REPAY
AQ NUM: 620
VARLABEL: Type of repayment plan
QTEXT: What type of repayment plan are you on?
RANGE:
SKIP: This question if LOANSTAT=1 or 2

VALUES: 1 Income sensitive
2 Graduated repayment
3 Regular payment
CHECK:

VARNAME: FORGIVST
AQ NUM: 621

VARLABEL: Loans forgiven or cancelled
QTEXT: Has any part of any of your loans for undergraduate or graduate education been forgiven or cancelled?
(IF NO, ENTER "0". IF YES, ASK.)
HOW MUCH?

RANGE: 0, 999999
SKIP:

VALUES:

CHECK:

VARNAME: LNPAYALL
AQ NUM: 622

VARLABEL: Monthly payments for nonfamily loan
QTEXT: ~IF FEDLOANS(1) + LOANSTAT (1 or 2)
Are you making you any monthly payments on any non-federal loans?
(IF NO, ENTER "0". IF YES, ASK.)
What is your total monthly payment?
~IF FEDLOANS (2, RF, DK)
What is your total monthly payment for all educational loans from non-family sources?
~IF FEDLOANS (1) + LOANSTAT (>2)
What is your total monthly payment for all educational loans?

RANGE: 0, 9999
SKIP:

VALUES:

CHECK:

VARNAME: OTHREPAY
AQ NUM: 623

VARLABEL: HELP W/REPAY OTHER THAN SPOUSE?
QTEXT: Is anyone helping you to repay your educational debt to non-family sources? (Do not include assistance from spouse/partner.)

RANGE:
SKIP:

VALUES: 1 Yes
2 No

CHECK:

VARNAME: GRFAMSP
AQ NUM: 624

VARLABEL: Family amount borrowed for grad ed
QTEXT: Now I'd like to ask you about other sources of money for graduate or professional education.
How much money have you _borrowed_ from your family for graduate education since receiving your bachelor's degree? (Include money from parents, in-laws, aunts, uncles, grandparents, etc., but do not include support you received from your spouse.)

RANGE: 0,999999
SKIP: This question if never enrolled in graduate program.

VALUES:

CHECK:

VARNAME: GRFAMSPT
AQ NUM: 625

VARLABEL: Family amount given for grad ed
QTEXT: How much money have you been _given_ by your _family_ for graduate or professional education since receiving your bachelor's degree?

RANGE: 0,999999

VALUES:

CHECK:

VARNAME: TOTFMBAL
AQ NUM: 626

VARLABEL: TOTAL BALANCE OF FAMILY LOANS
QTEXT: Of the total amount of money you borrowed from your family for your undergraduate or graduate education, how much do you still owe?

RANGE: 0,999999
SKIP: This question if GRFAMSP=0
To DEBTSPOU if 0

VALUES:

CHECK:

VARNAME: TOTFMPAY
AQ NUM: 627

VARLABEL: TOTAL MONTHLY AMT PAID TO FAMILY
QTEXT: What is the total monthly payment that you make to your family to repay educational loans?

RANGE: 0,9999
SKIP:

VALUES:

CHECK:

VARNAME: DEBTSPOU
AQ NUM: 628
VARLABEL: SPOUSE'S EDUCATION LOANS
QTEXT: Has your (spouse/partner) received any loans for education since leaving high school?
RANGE: ,
SKIP: This question if no spouse/partner. To HOUSE if 2, RF, DK.
VALUES: 1 Yes
2 No
CHECK:

VARNAME: TOTLOANS
AQ NUM: 629
VARLABEL: TOTAL SPOUSE BORROWED FOR EDUCATION
QTEXT: What was the total amount your (spouse/partner) borrowed for (his/her) education since high school?
RANGE: 0,30000
SKIP: To HOUSE if 0
VALUES:
CHECK:

VARNAME: TOTALBAL
AQ NUM: 630
VARLABEL: AMOUNT SPOUSE STILL OWES EDUCATION LOANS
QTEXT: How much does your (spouse/partner) still owe for education loan(s)?
RANGE: 0,30000
SKIP: To HOUSE if 0
VALUES:
CHECK:

VARNAME: REPAYMSP
AQ NUM: 631
VARLABEL:
QTEXT: What are your (spouse's/partner's) total monthly payments on outstanding educational loans?
RANGE: 0,9990
SKIP:
VALUES:

VARNAME: HOUSE
AQ NUM: 632
VARLABEL: OWN HOUSE/ CONDO
QTEXT: Do you (and your spouse/partner) own a house or condominium?
RANGE: ,
SKIP:
VALUES: 1 Yes
2 No

VARNAME: MORTGAG
AQ NUM: 633
VARLABEL: MONTHLY MORTGAGE PAYMENT
QTEXT: ~IF HOUSE(1)
How much are your pay monthly payments for mortgage and rent?
~ELSE
How much are your monthly payments for rent?
VALUES:
RANGE: 0,6000
SKIP:
CHECK:

VARNAME: CAR
AQ NUM: 635
VARLABEL: OWN ANY VEHICLES
QTEXT: Do you (and your spouse/partner) own any cars, trucks, vans, or motorcycles?
VALUES: 1 Yes
2 No
RANGE: ,
SKIP: To OTHDEBT if 2, RF, DK
CHECK:

VARNAME: AUTOPAY
AQ NUM: 636
VARLABEL: AUTO LOAN MONTHLY PAYMENT
QTEXT: What are your monthly payments on your auto loan(s)?
VALUES:
RANGE: 0,5000
SKIP:

VARNAME: OTHDEBT
AQ NUM: 637
VARLABEL: ANY OTHER DEBT
QTEXT: Excluding educational debt, do you have any other debt for which you are making monthly payment?
VALUES: 1 Yes
2 No
RANGE: ,
SKIP: To PCOWN if 2, RF, DK
CHECK:

VARNAME: OTHDEBP
AQ NUM: 638
VARLABEL: OTHER DEBT MONTHLY PAYMENT
QTEXT: What are your monthly payments for this other debt?
(DO NOT INCLUDE EDUCATIONAL)
VALUES:
RANGE: 1,99999
SKIP:
CHECK:

VARNAME: PCOWN
AQ NUM: 639
VARLABEL: OWN A PC?
QTEXT: Do you own a personal computer?
RANGE: .
SKIP: To IVWMODE if 1
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PCACCESS
AQ NUM: 640
if 2,
VARLABEL: DO YOU HAVE ACCESS TO A PC?
QTEXT: Do you have access to a personal computer?
RANGE: .
SKIP: To PARENT1
RF, DK
VALUES: 1 Yes
2 No

VARNAME: IVWMODE
AQ NUM: 641
VARLABEL: MODE OF INTERVIEW PREFERRED
QTEXT: We are currently exploring the feasibility of making questionnaires available to sample members via the computer (either on-line or on floppy disk). If this option were available, would you be interested in it?
(INTERVIEWER, ENTER ANY ADDITIONAL COMMENTS IN COMMENT BOX)
RANGE: .
SKIP:
VALUES: 1 Yes
2 No
CHECK:

VARNAME: PARENT1
AQ NUM: 643
294
VARLABEL: PARENTS LOCATING
QTEXT: -IF PARENTADD NOT MISSING
We would like to verify your parent's name, current address and telephone number. Is it...
-ELSE
May I have your parent's name, current address and telephone number?
IF DECEASED, OPEN A COMMENT BOX AND INDICATE
RANGE: .
SKIP:
VALUES:
CHECK: 295

VARNAME: PARENT2
AQ NUM: 645
VARLABEL:
QTEXT: Is your other parent's address and telephone number the same as the address and telephone number you just gave me?
RANGE:
SKIP: To OTHERLAT if 3
To PARENT4 if 2

VALUES: 1 Yes
2 No
3 Parent deceased
CHECK:

VARNAME: PARENT3
AQ NUM: 646
VARLABEL:
QTEXT: May I have your other parent's name?
RANGE:
SKIP: To OTHERLAT if PARENT2=1

VALUES:
CHECK:

VARNAME: PARENT4
AQ NUM: 647
VARLABEL:
QTEXT: May I have your other parent's name, current address and telephone number?
RANGE:
SKIP:

VALUES:
CHECK:

VARNAME: OTHERLAT
AQ NUM: 648
VARLABEL: OTHER RELATIVE LOCATING
QTEXT: Please tell me the name, address and telephone number of a person, such as a friend or relative other than your parents who lives at an address different from yours, and who will always know where to get in touch with you.
RANGE:
SKIP:

VALUES: 1 Enter 1 to continue
2 2 for refused
CHECK:

VARNAME: WHORELAT
AQ NUM: 649
VARLABEL: OTHER RELATIVE RELATIONSHIP
QTEXT: What is this person's relationship to you?
RANGE: ,
SKIP:
CHECK:

VALUES: 1 Mother/female guardian
2 Father/male guardian
3 Sister
4 Brother
5 Spouse
6 Other relative
7 Friend
8 Child
9 Other (SPECIFY)

VARNAME: NAME
AQ NUM: 650
VARLABEL: USED ANY OTHER NAME?
QTEXT: Have you used any other name than besides ^PNAME?
INTERVIEWER: CLARIFY IF NECESSARY: Including maiden name, married name, alias, etc
RANGE: ,
SKIP: To ADDRESS if 2, RF, DK
CHECK:

VALUES: 1 Yes
2 No

VARNAME: NAMEB
AQ NUM: 651
VARLABEL: WHAT IS OTHER NAME
QTEXT: What is that name?
RANGE: ,
SKIP:
CHECK:

VALUES:

VARNAME: ADDRESS
AQ NUM: 652
VARLABEL: CURRENT ADDRESS RESPONDENT
QTEXT: We would also like to get your current address and telephone number. Is it.....
RANGE: ,
SKIP:
CHECK:

VALUES:

VARNAME: ADRSVERF
AQ NUM: 653
VARLABEL: PERMANENT ADDRESS?
QTEXT: Is this your permanent address?
VALUES: 1 Yes
2 No
RANGE:
SKIP: To HAVEMAIL if 1
CHECK:

VARNAME: CURADDR
AQ NUM: 654
VARLABEL: PERMANENT ADDRESS RESPONDENT
QTEXT: What is your permanent address and telephone number?
VALUES:
RANGE:
SKIP:
CHECK:

VARNAME: HAVEMAIL
AQ NUM: 655
VARLABEL: HAVE AN EMAIL ADDRESS?
QTEXT: Do you have an email address?
VALUES: 1 Yes
2 No
RANGE:
SKIP: To SPOUNAME if 2, RF, DK
CHECK:

VARNAME: EMAILADR
AQ NUM: 656
VARLABEL: EMAIL ADDRESS
QTEXT: What is your email address?
VALUES:
RANGE:
SKIP:
CHECK:

VARNAME: SPOUNAME
AQ NUM: 657
VARLABEL: SPOUSES NAME
QTEXT: What is your (spouse's/partner's) name?
(ENTER FIRST NAME AND LAST NAME)
VALUES:
RANGE:
SKIP: This question if no spouse or partner
CHECK:

VARNAME: DRIVESTV
AQ NUM: 658
VARLABEL: STATE OF DRIVERS LICENSE
QTEXT: Our records show that you have a ^RDLSTATE driver's license. Is this correct?
RANGE: ,
SKIP: This question if RDLSTATE missing. To DRIVLIV if 1
VALUES: 1 Yes
2 No
CHECK:

VARNAME: DRIVESTQ
AQ NUM: 659
VARLABEL: STATE OF DRIVERS LICENSE
QTEXT: To assist us in locating you later, please tell me the state in which your driver's license was issued. (INTERVIEWER: IF R DOESN'T HAVE DRIVER'S LICENSE ENTER "NO")
RANGE: ,
SKIP: This question if RDLSTATE not missing and DRIVESTV=1
VALUES:
CHECK:

VARNAME: DRIVLIV
AQ NUM: 660
VARLABEL:
QTEXT: I have your drivers license number as ^PDRLIC. Is that correct?
RANGE: ,
SKIP: This question if PDRLIC missing.
VALUES: 1 Yes
2 No
CHECK:

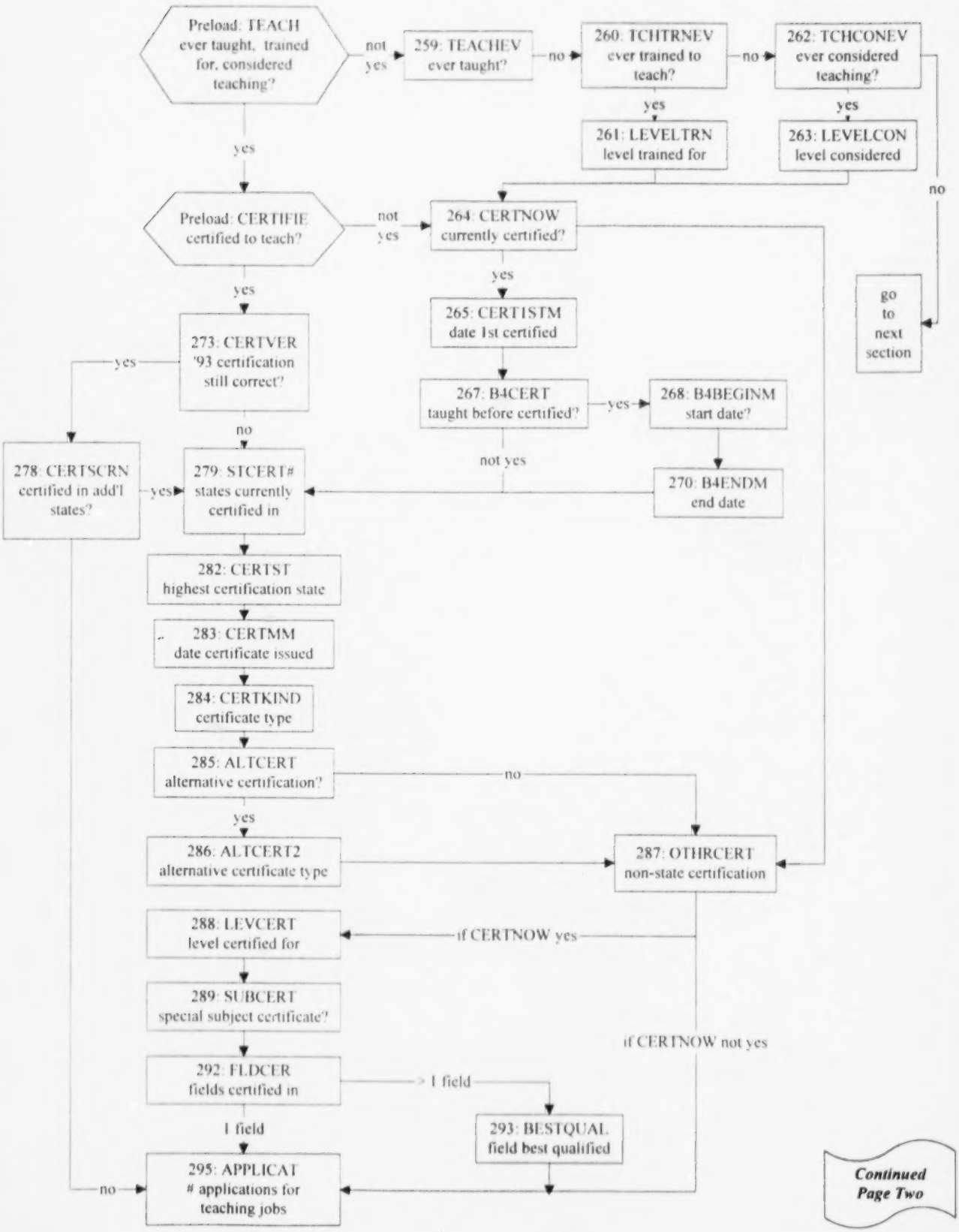
VARNAME: DRIVLIQ
AQ NUM: 661
VARLABEL: DRIVE LICENSE NUMBER
QTEXT: May I have your driver's license number?
RANGE: ,
SKIP: This question if PDRLIC not missing and DRIVELIV=1.
VALUES:
CHECK:

VARNAME: ENDINTVW VARLABEL: THANK YOU RANGE:
AQ NUM: 662 QTEXT: These are all the questions I have. Thank you for all your help. SKIP:

VALUES: CHECK:

APPENDIX D
Teaching Section Flow Chart

B&B: 93/97 FIELD TEST
TEACHING SECTION FLOW CHART



Continued Page Two

APPENDIX E
Advance Letter

May 1996

[NAME]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [NAME]:

In a few days, an interviewer from the National Opinion Research Center (NORC) at the University of Chicago will contact you by telephone to interview you. We would like to talk to you as part of the Baccalaureate and Beyond Study (B&B), sponsored by the U.S. Department of Education. As you may recall, you were interviewed for this study three years ago, as part of a sample of recent college graduates. The Department of Education is continuing this study in an effort to learn more about the choices college graduates make concerning work and the pursuit of further study.

During the interview, we will ask you about some of the jobs you have held since your last interview, and any educational programs you have enrolled in since that time. The data we collect about your experiences in these areas are extremely valuable and influence the formation of education policy in the United States.

Researchers, authorized by the National Center for Education Statistics (NCES), will combine your data with that of all others interviewed in this study to produce statistical reports for Congress and others. No individual data that links your name, address, telephone number, or student identification number with your responses is reported. Please see the back of this letter for information about our uncompromising pledge of confidentiality protection. New federal laws provide stiff fines and prison sentences for the disclosure of your identity or the misuse of information you provide to us.

Our records indicate that your telephone number is [PHONE NUMBER]. To update this information, or if you would like to arrange an interview at a time of your convenience, please call NORC toll-free (800-241-7357) or send E-mail (B&B2@norcmail.uchicago.edu). You may also contact the NORC Project Director, Dr. Patricia Green, at (312) 753-7325 with specific questions you have about the study or your interview. The enclosed leaflet contains more general information about the B&B study. Anyone wanting more information about NCES and the range of studies it conducts can access the NCES homepage on the Internet (//http/www.ed.gov/NCES).

We thank you for your continuing participation and look forward to talking with you.

Sincerely,

Paula Knepper, Ph.D.
Project Officer
Postsecondary Longitudinal Studies

Encl.
[REPLICATE]-[CASE_ID]-[AQ_ID]

CONFIDENTIALITY PLEDGE

As a matter of policy, the National Opinion Research Center (NORC) and the National Center for Education Statistics (NCES), of the U.S. Department of Education, are concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382.

2. We are asking these questions in order to gather information about the experiences of college graduates after they leave college and move on to graduate or professional education, work, or other activities.

3. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can.

4. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). NCES may authorize only a limited number of researchers to have access to information which may identify individuals. They may use the data only for statistical purposes and are subject to fines and imprisonment for misuse. Data will be combined to produce statistical reports for Congress and others. No individual data that links your name, address, telephone number, or student identification number with your responses will be reported.

5. All identifying information will be electronically separated from the survey data. Security provisions have been made for the storage of this information. Locator information will be supplied to NCES at completion of the survey for use in future follow-ups.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0729. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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APPENDIX F
Reinterview Items

VARNAME: DIDAPPLY
AQ NUM: 148

VARLABEL: Did apply to grad school

QTEXT: Now I'd like to ask you a few questions about applications to graduate or professional school.
If ^GRADAPFL (2)
Have you ever applied to graduate or professional school?
If ^GRADAPFL (1) + ^YAPPLGRD (0)
When we last spoke to you in ^OLDDATE, you had not applied since then to any graduate or professional schools. Have you applied
If ^GRADAPFL(1) + ^YAPPLGRD (>0) + ^FSCHNAME (NOT "0")
Have you applied to any additional graduate or professional schools since we last talked to you in ^OLDDATE?
If ^GRADAPFL(1) + ^YAPPLGRD (>0) + ^FSCHNAME ("0")
When we last spoke to you in ^OLDDATE, you had applied to graduate or professional school. Have you applied to any additional schools since then?

RANGE: ,
SKIP: To PBACHED if 2, DK, RF

VALUES: 1 Yes
2 No

CHECK:

VARNAME: NUMAPP
AQ NUM: 149

VARLABEL: Number of grad schl applications

QTEXT: ~If ^GRADAPFL(1)
How many graduate or professional schools have you applied to? (since ^OLDDATE)
~ELSE
How many graduate or professional schools have you applied to since receiving your bachelor's degree?

RANGE: 1,70
SKIP:

VALUES:

CHECK:

VARNAME: RCNTAPPM
AQ NUM: 151

VARLABEL: Date of most recent application

QTEXT: When did you apply last? (What was the date of your most recent application?)

RANGE: 1,12; 60,99
SKIP:

VARNAME: IPEDCAL2
AQ NUM: 165

VARLABEL: Graduate school choice
QTEXT: IF ^NUMAPP(1)
What school did you apply to? What state is that in? In what city?
~ELSE
What is the (most recent/next most recent) graduate or professional school to which you applied? What state is that in? In what city?

RANGE:
SKIP:

VARNAME: TEACHING
AQ NUM: 301

VARLABEL: Taught since 6/93
QTEXT: Have you worked as an elementary or secondary school teacher since ^OLDDATE? (DO NOT INCLUDE STUDENT TEACHING, PRESCHOOL, PREKINDERGARTEN OR TUTOR JOBS)
(IF NO, CONFIRM: Have you worked as a substitute teacher or teacher's aide?)

VALUES: 1 Yes
2 No

RANGE:
SKIP: This question through CARCHNG if TEACHEV=2, RF, DK.
To NONTCHJB if 2, RF, DK

CHECK:

VARNAME: REGJOB
AQ NUM: 314

VARLABEL: Number of regular teaching jobs?
QTEXT: How many regular teaching positions have you had since ^OLDDATE?
(DO NOT INCLUDE SUBSTITUTE TEACHING, TEACHER'S AIDE POSITIONS, PRESCHOOL, STUDENT TEACHING, COLLEGE TEACHING)

VALUES:

RANGE: 0, 20
SKIP: To NONTCHJB if 0, RF, DK

CHECK: Can't answer "0" for REGJOB, TJOBAID#, and TJOBSUB# if answered yes for TEACHING.

VARNAME: TCHSCHL

VARLABEL: ELSEC Coding Call

RANGE:

AQ NUM: 315 QTEXT: ~If ^REGJOB SKIP:
What is the name of that school and where is it located?
~ELSE
What is the name of the (first-fourth) school and where is it located?

ITERS: 4 VALUES: CHECK:

VARNAME: TJOBBEGM VARLABEL: Date job began RANGE: 1,12; 50,96
AQ NUM: 323 QTEXT: When did this teaching position begin? (ENTER MONTH AND YEAR) SKIP:
__/__

ITERS: 4 VALUES: CHECK:

VARNAME: TJOBENDM VARLABEL: Date job ended RANGE: ,
AQ NUM: 324 QTEXT: And when did it end? (CODE 96/96 IF STILL EMPLOYED AT THIS JOB) SKIP:

ITERS: 4 VALUES: CHECK:

VARNAME: NAMSCRN VARLABEL: School taught at RANGE: ,
AQ NUM: 335 QTEXT: In (93-94/94-95/95-96), was your primary teaching job at SKIP:

ITERS: Up to 3 (Each academic year depending on job dates) VALUES: 1 ^ELNAME^(1)
2 ^ELNAME^(2)
3 ^ELNAME^(3)
4 ^ELNAME^(4)
CHECK:

VARNAME: TDEVTOP
AQ NUM: 355

VARLABEL: PROFESSIONAL DEVELOPMENT TOPICS
QTEXT: At ^NAMSCRN, did you participate in any in-service or professional development programs on:
Uses of educational technology for instruction (e.g. use of computer; satellite learning)
Methods of teaching your subject field
In-depth study in your subject field
Student assessment (e.g. methods of testing, evaluation, performance assessment)
Cooperative learning in the classroom

VALUES: 1 Yes
2 No

RANGE:
SKIP:

CHECK:

VARNAME: TDEVCHNG
AQ NUM: 356

VARLABEL: CHANGED TEACHING PRACTICES?
QTEXT: ~If ^TDEVTOP(1)
Did you change any of your teaching practices as a result of the program or course?
~ELSE
Did you change any of your teaching practices as a result of these programs or courses?

VALUES: 1 Yes
2 No

RANGE:
SKIP: To TDEVAID if 2, RF, DK

CHECK:

VARNAME: TDEVMOST
AQ NUM: 357

VARLABEL: PROGRAM CAUSING MOST CHANGE
QTEXT: Which program caused you to change your teaching practices the most?

VALUES: 1 Uses of educational technology for instruction
2 Methods of teaching your subject field
3 In-depth study in your subject field
4 Student assessment
5 Cooperative learning in the classroom

RANGE:
SKIP:

CHECK:

VARNAME: MATHJOB
AQ NUM: 464

VARLABEL: Importance of math skills in job

QTEXT: I am going to read a list of skills and for each, I would like you tell me whether the skill is important for you in your job and if you think your undergraduate education improved that skill.

RANGE:
SKIP:

	Important in job	Improved by undergraduate education
Mathematical skills		
Ability to influence others		
Computer skills		
Speaking skills		
Writing skills		
Self-understanding		
Understanding scientific theory of method		

VALUES: 1 Yes
2 No

VARNAME: GRSCHDB
AQ NUM: 614

VARLABEL: Nonfamily amount borrowed for grad schoo

QTEXT: Since receiving your bachelor's degree, how much money have you borrowed for graduate or professional education, _not including_ loans from family? (Include all non-family loans from federal, state, and institutional sources such as graduate school, banks, and savings and loans.)

RANGE: 0,999999
SKIP: This question if never enrolled in graduate program.

VALUES:

CHECK:

VARNAME: OWENFAM
AQ NUM: 615

VARLABEL: Amount owed to nonfamily sources

QTEXT: ~IF ^TOTUDEBT(>0)+^GRSCHDB(<=0)
Of the ^TOTUDEBT you said you'd borrowed for your undergraduate education, how much do you still owe?
~IF ^GRSCHDB(>0)+^TOTDEBT(<=0)
Of the total amount you borrowed from _non-family_ sources for your graduate or professional education, how much money do you still owe?
IF ^GRSCHDB(>0)+TOTDEBT(<=0)
Of the total amount you borrowed from _non-family_ sources for both your undergraduate and graduate education, how much money do you still owe?

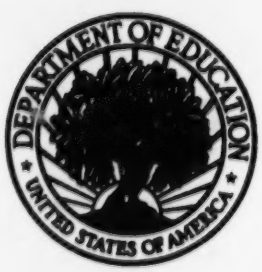
RANGE: 0,999999
SKIP:

VALUES:

CHECK:

United States
Department of Education
Washington, DC 20208–5652

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

Standard Mail (B)